

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 7 SOCIAL STUDIES World Regional Studies: Eastern Hemisphere 2019**

**(Last revision date: 2004)**



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**Grade 7 Social Studies**  
**World Regional Studies: Eastern Hemisphere**  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

World Regional Studies is a two-year course for grades 6 and 7. In grade 6, students begin learning to think like social scientists, and through the lens of geography study regions in the Western Hemisphere. In grade 7, the focus shifts to the Eastern Hemisphere. Students will continue to develop the skills of a social scientist and will explore culture, economics, history, and civics in regions of the Eastern Hemisphere, including the Middle East, Africa, and Asia.

In all units, using guided inquiry, students will work with, generate, and research compelling and supporting questions to develop a deeper understanding of a region's history, culture, and place in the world. The course will also provide perspective in the analysis of relevant global issues and how those issues connect and/or divide nations of the world.

Students will analyze a variety of viewpoints and perspectives on topics studied, engaging in inquiry-based activities that promote the development of research, reading, writing, speaking, and listening skills in the social studies classroom.

## COURSE GOALS

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

### DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

#### **Constructing Compelling Questions**

It is expected that students will work individually and with others to:

- INQ 6-8.1 Explain how a question represents key ideas in the field.
- INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

### **Constructing Supporting Questions**

It is expected that students will work individually and with others to:

- INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

### **Determining Helpful Sources**

- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

### **Geographic Representations: Spatial Views of the World**

It is expected that students will work individually and with others to:

- GEO 6-7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
- GEO 6-7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

### **Human-Environmental Interaction: Places, Regions, and Culture**

It is expected that students will work individually and with others to:

- GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- GEO 6-7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another.
- GEO 6-7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

### **Human Population: Spatial Patterns and Movement**

It is expected that students will work individually and with others to:

- GEO 6-7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.
- GEO 6-7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.
- GEO 6-7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

### **Global Interconnections**

It is expected that students will work individually and with others to:

- GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- GEO 6-7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.
- GEO 6-7.11 Explain how global changes in population distribution affect changes in land use in particular regions.

### **Civic and Political Institutions**

It is expected that students will work individually and with others to:

- CIV 6-7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protestors, and officeholders).

### **Processes, Rules, and Laws**

It is expected that students will work individually and with others to:

- CIV 6-7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.

### **Economic Decision-Making**

It is expected that students will work individually and with others to:

- ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- ECO 6-7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

### **Exchange and Markets**

It is expected that students will work individually and with others to:

- ECO 6-7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- ECO 6-7.4 Analyze the role of innovation and entrepreneurship in a market economy.
- ECO 6-7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.

### **The Global Economy**

It is expected that students will work individually and with others to:

- ECO 6-7.6 Explain barriers to trade and how those barriers influence trade among nations.
- ECO 6-7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

### **Change, Continuity, and Context**

It is expected that students will work individually and with others to:

- HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.

## **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

### **Gathering and Evaluating Sources**

It is expected that students will work individually and with others to:

- INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

## DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

### **Communicating and Critiquing Conclusions**

It is expected that students will work individually and with others to:

- INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audience and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 6-8.13 Critique arguments for credibility.
- INQ 6-8.14 Critique the structure of explanations.
- INQ 6-8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
- INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

The following course goals derive from the 2010 Connecticut Core Standards.

- CCS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCS.ELA-Literacy.RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
CCS.ELA-Literacy.WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ol>

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## COURSE ENDURING UNDERSTANDINGS

### **Content: Interrelationships**

Students will understand that . . .

- the geography, history, culture, and government of a region impacts a society's development.
- competition for resources and land affects the economic development of a region.
- interactions and relationships between nations impact social, economic, and political stability both regionally and globally.
- focused inquiry enhances the depth and mastery of social studies concepts.

### **Content: Geography**

Students will understand that . . .

- social scientists use a variety of resources and tools to understand a region's history, politics, and economics.
- the distribution of resources and commerce affect the relationships among various nations and the citizens.
- changes in our ability to communicate rapidly have affected the spread of different cultural practices.
- human-induced environmental change influences conflict and cooperation among nations.

### **Content: Civics**

Students will understand that . . .

- regions with participatory governments differ from those without such governments.
- citizens play different roles in society depending on the political structure of the nation and/or region.

### **Content: Economics**

Students will understand that . . .

- economic decisions affect the well-being of individuals, businesses, and society.
- changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- market economies are impacted by several factors, including innovation, entrepreneurship, and actions of institutions such as corporations, nonprofits, and labor unions.
- there are benefits and costs of economic policies to individuals, businesses, and society as a whole.
- cooperation and/or conflict among nations impacts the global economy.

### **Content: History**

Students will understand that . . .

- a region's history impacts the development of the region.
- historical perspective is valuable in addressing current global issues.

**Skills: Inquiry**

Students will understand that . . .

- compelling and supporting questions frame and support inquiry.
- an inquiry is based upon analyzing information and coming to conclusions.
- claims can be constructed and communicated for a variety of purposes and audiences.

**Skills: Reading**

Students will understand that . . .

- textual evidence is necessary to support analysis of central idea, inference, and summary.
- close reading will increase comprehension of text.
- there are similarities and differences between written text and other media.
- word meanings, structure, and point of view shape understanding of text.

**Skills: Writing**

Students will understand that . . .

- each type of writing (argumentative, informative, and narrative) has its unique purpose, style, and structure.
- the production of clear, coherent writing is a process that requires planning, revising, editing, rewriting, and using technology as a means to publish, and to possibly find a new approach.
- effective research presents knowledge gained from the evaluation of multiple, credible, and reliable sources that will clearly support a claim or explain a topic.

**Skills: Speaking & Listening**

Students will understand that . . .

- speakers use strategies and techniques for effective academic conversation and presentation.
- listeners need to analyze purpose and to evaluate information presented in different formats.
- listeners need to evaluate a speaker's argument/reasoning and determine relevance.

## **COURSE ESSENTIAL QUESTIONS**

- What tools do social scientists use to analyze the regions of the world?
- What factors shape the culture, government, history, and economics of the regions we study?
- What are the questions we need to ask to assess the human experience?
- How do the economic issues of a region impact its people?
- How does the exercise of power impact society?
- What reading, writing, speaking, and listening skills do I need in order to think like a social scientist?

## COURSE KNOWLEDGE & SKILLS

Students will understand . . .

- how culture, health, and education have impacted the human experience in regions of the Eastern Hemisphere.
- economic factors that have influenced the development and global interdependence of regions of the Eastern Hemisphere.
- the impact of development on the global climate, and ways that impact can be evaluated.
- varied political structures and their influences on different groups of people in regions of the Eastern Hemisphere.
- methods of conflict resolution, and ways those methods can be evaluated.

Students will be able to . . .

- summarize text.
- use close reading strategies to analyze a text.
- distinguish fact from opinion.
- define key academic and content-specific vocabulary.
- determine the central idea of a document.
- cite text evidence to support their analysis of a document.
- evaluate claims and supporting details.
- read and evaluate informational and argumentative texts.
- formulate and support a claim.
- peer-edit, self-edit, and revise their writing.
- conduct research to obtain reliable sources.
- identify point of view, perspective, and bias in texts.
- corroborate facts using multiple sources.
- produce and develop writing mindful of task, purpose, and audience.
- make inferences based on text and other sources.
- analyze and evaluate visuals, charts, graphs, tables, and maps.
- use strategies and techniques for effective academic conversation and presentation.
- evaluate a speaker's argument/reasoning
- listen to, analyze, and evaluate information presented in different formats.
- participate in collaborative learning groups.
- develop compelling questions with assistance.
- respond to compelling questions in a meaningful way.
- explain the relationship between compelling and supporting questions.
- explain how a compelling question represents an important topic within the content.
- develop supporting questions.
- analyze information and reach a conclusion.
- utilize relevant evidence from multiple sources to answer the compelling and supporting questions.
- develop and respond to a counterclaim with assistance.

# UNIT 1

## Thinking like Social Scientists

### Unit Goals

At the completion of this unit, students will:

- |                           |  |
|---------------------------|--|
| GEO 6-7.2                 | Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.                   |
| GEO 6-7.4                 | Analyze the cultural and environmental characteristics that make places both similar to and different from one another.  |
| GEO 6-7.5                 | Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.  |
| GEO 6-7.7                 | Analyze how relationships between humans and environments extend or contract settlement and movement.  |
| CIV 6-7.3                 | Compare historical and contemporary means of changing societies and promoting the common good.   |
| ECO 6-7.1                 | Explain how economic decisions affect the well-being of individuals, businesses, and society.  |
| ECO 6-7.2                 | Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.  |
| HIST 6-8.1                | Use questions about historically significant people or events to explain the impact on a region.   |
| INQ 6-8.7                 | Evaluate the credibility of a source by determining its relevance and intended use.  |
| INQ 6-8.16                | Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. |
| CCS.ELA-Literacy.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources.   |
| CCS.ELA-Literacy.RH.6-8.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.   |

- CCS.ELA-Literacy.RH.6-8.10 Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

### **Unit Essential Questions**

- What skills do we need to think like social scientists?
- What is inquiry?

### **Scope and Sequence**

- Content
  - a) Defining regions
  - b) Colonization
  - c) Vocabulary: essential content & skills terms
  - d) Human-environment interaction
  - e) Rivers and the human impact
  - f) Introduction to political and economic systems
- Skills
  - a) Summarizing text
  - b) Using close reading strategies to analyze a text
  - c) Defining key academic vocabulary & content-specific vocabulary
  - d) Determining the central idea of a document
  - e) Analyzing and evaluating visuals, charts, graphs, tables, and maps
  - f) Developing compelling and supporting questions with guidance
  - g) Formulating and supporting a claim
  - h) Listening to, analyzing, and evaluating information presented in different formats
  - i) Participating in collaborative learning groups

### **Assured Assessments**

#### **Formative Assessment:**

Students will continue to develop their active reading and writing strategies that will be incorporated throughout the year, including note-taking (highlighting and annotating), vocabulary-building, close reading strategies, answering text-dependent questions, and small-group discussion with increasingly complex texts. For this unit, students will begin a Current Events Activity to be used throughout the year, focusing on different formats and skills each time it is used.

### Summative Assessment:

Geography-based DBQ (Document-Based Question) baseline writing assignment common to both middle schools, such as the China's 3 Gorges Dam DBQ: Do the benefits outweigh the risks? A common rubric will be used to assess the response, and grades will be factored into the trimester grade as a major element in a manner common to all grade 7 social studies teachers at both middle schools.

### Resources

#### Core

- *Junior Scholastic*. Various issues.
- *The Nystrom Desk Atlas*. Indianapolis: Herff Jones Nystrom, 2014. Print.

#### Supplemental

- *Active Classroom* resources. Web.

### Time Allotment

- Approximately 3-4 weeks

## **UNIT 2**

### **The Human Experience**

#### **Unit Goals**

At the completion of this unit, students will:

- |            |  |
|------------|--|
| GEO 6-7.3  | Explain how cultural patterns and economic decisions influence environments and the daily lives of people.   |
| GEO 6-7.5  | Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.                                      |
| GEO 6-7.9  | Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.  |
| CIV 6-7.1  | Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protestors, and officeholders).                            |
| CIV 6-7.3  | Compare historical and contemporary means of changing societies and promoting the common good.   |
| ECO 6-7.1  | Explain how economic decisions affect the well-being of individuals, businesses, and society.  |
| ECO 6-7.2  | Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.                                |
| HIST 6-8.1 | Use questions about historically significant people or events to explain the impact on a region.   |
| INQ 6-8.1  | Explain how a question represents key ideas in the field.  |
| INQ 6-8.4  | Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.  |
| INQ 6-8.5  | Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. |
| INQ 6-8.6  | Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.            |
| INQ 6-8.7  | Evaluate the credibility of a source by determining its relevance and intended use.  |

INQ 6-8.8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
INQ 6-8.9	Develop claims and counterclaims while pointing out the strengths and limitations of both.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

### **Unit Essential Questions**

- What characteristics make groups of people unique?
- How does population influence culture?
- How do access to and availability of healthcare and education determine the standard of living of people in a region?
- How do immigration and emigration influence a region's culture over time?

### **Scope and Sequence**

- Content
  - a) Culture
    - i. Introductory activities in atlases (including culture, health, human migration)
    - ii. Developed vs. developing nations
    - iii. Cultural diffusion: Silk Road or similar case study
    - iv. Major world religions
  - b) Health
    - i. Comparing healthcare around the world
    - ii. Disease in modern societies
    - iii. Access to healthcare in Africa
    - iv. Health case studies: Sub-Saharan Africa
  - c) Education
    - i. Access to education
    - ii. Barriers to education
- Skills
  - a) Formulating and supporting a claim
  - b) Reading and evaluating informational and argumentative texts
  - c) Using close reading strategies to analyze a text
  - d) Distinguishing fact from opinion
  - e) Citing text evidence to support analysis of a document
  - f) Analyzing information and reaching a conclusion
  - g) Developing compelling and supporting questions with guidance
  - h) Determining reliability of sources
  - i) Identifying relevant sources

## **Assured Assessments**

### **Formative Assessment:**

Students will continue to develop their active reading and writing strategies that will be incorporated throughout the year, including note-taking (highlighting and annotating), vocabulary-building, close reading strategies, answering text-dependent questions, and small-group discussion with increasingly complex texts.

### **Summative Assessment:**

Students will work collaboratively and utilize various forms of technology to create informational presentations based on one of the topics of the unit, such as education, healthcare, and/or migration. A common rubric will be used to assess the presentations, and grades will be factored into the trimester grade as a major element in a manner common to all grade 7 social studies teachers at both middle schools.

## **Resources**

### Core

- *Junior Scholastic*. Various issues.
- *National Geographic Global Issues Series*. Washington, DC: National Geographic School Publications, 2013. Print.
- *The Nystrom Desk Atlas*. Indianapolis: Herff Jones Nystrom, 2014. Print.

### Supplemental

- *Active Classroom* resources. Web.

## **Time Allotment**

- Approximately 8 weeks

## **UNIT 3**

### **Economic Influences and Global Impact**

#### **Unit Goals**

At the completion of this unit, students will:

- GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- GEO 6-7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.
- GEO 6-7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.
- GEO 6-7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.
- GEO 6-7.11 Explain how global changes in population distribution affect changes in land use in particular regions.
- CIV 6-7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protestors, and officeholders).
- CIV 6-7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- ECO 6-7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
- ECO 6-7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- ECO 6-7.4 Analyze the role of innovation and entrepreneurship in a market economy.
- ECO 6-7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.
- ECO 6-7.6 Explain barriers to trade and how those barriers influence trade among nations.

ECO 6-7.7	Explain the benefits and the costs of trade policies to individuals, businesses, and society.
HIST 6-8.1	Use questions about historically significant people or events to explain the impact on a region.
INQ 6-8.1	Explain how a question represents key ideas in the field.
INQ 6-8.2	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 6-8.3	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 6-8.4	Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
INQ 6-8.5	Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
INQ 6-8.6	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
INQ 6-8.7	Evaluate the credibility of a source by determining its relevance and intended use.
INQ 6-8.8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
INQ 6-8.9	Develop claims and counterclaims while pointing out the strengths and limitations of both.
INQ 6-8.10	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
INQ 6-8.11	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
INQ 6-8.13	Critique arguments for credibility.
INQ 6-8.14	Critique the structure of explanations.

INQ 6-8.15	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
INQ 6-8.16	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
INQ 6-8.17	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.

CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
CCS.ELA-Literacy.WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
CCS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Essential Questions**

- How do the availability and distribution of resources affect the global economy?
- How does the relationship between the economy and the environment impact a region's development?
- What are the costs and benefits of industrial and technological advances?

### **Scope and Sequence**

- Content
  - a) Economic concepts
  - b) Resources (energy, water, land, food production)
  - c) Industry/technology
  - d) Labor in developing countries
  - e) Climate change

- Skills
  - a) Using close reading strategies to analyze a text
  - b) Distinguishing fact from opinion
  - c) Defining key academic and content-specific vocabulary
  - d) Determining the central idea of a document
  - e) Citing text evidence to support analysis of a document
  - f) Reading and evaluating informational and argumentative texts
  - g) Formulating and supporting a claim
  - h) Peer-editing, self-editing, and revising writing
  - i) Conducting research to obtain reliable sources
  - j) Identifying point of view, perspective, and bias in texts
  - k) Corroborating facts using multiple sources
  - l) Utilizing relevant evidence from multiple sources to answer the compelling and supporting questions

### **Assured Assessments**

#### Formative Assessment:

Students will continue to develop their active reading and writing strategies that will be incorporated throughout the year, including note-taking (highlighting and annotating), vocabulary-building, close reading strategies, answering text-dependent questions, and small-group discussion with increasingly complex texts.

#### Summative Assessment:

Economics-based DBQ (Document-Based Question) writing assignment common to both middle schools, such as the Chocolate DBQ: Is chocolate good for Cote d'Ivoire? A common rubric will be used to assess the response, and grades will be factored into the trimester grade as a major element in a manner common to all grade 7 social studies teachers at both middle schools.

### **Resources**

#### Core

- *Junior Scholastic*. Various issues.
- *National Geographic Global Issues Series*. Washington, DC: National Geographic School Publications, 2013. Print.
- *The Nystrom Desk Atlas*. Indianapolis: Herff Jones Nystrom, 2014. Print.

#### Supplemental

- *Active Classroom* resources. Web.

### **Time Allotment**

- Approximately 12 weeks

## **UNIT 4**

### **Power, Conflict, and Cooperation**

#### **Unit Goals**

At the completion of this unit, students will:

- GEO 6-7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
- GEO 6-7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- GEO 6-7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.
- GEO 6-7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.
- GEO 6-7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.
- CIV 6-7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protestors, and officeholders).
- CIV 6-7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.
- ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- ECO 6-7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
- ECO 6-7.6 Explain barriers to trade and how those barriers influence trade among nations.

ECO 6-7.7	Explain the benefits and the costs of trade policies to individuals, businesses, and society.
HIST 6-8.1	Use questions about historically significant people or events to explain the impact on a region.
INQ 6-8.2	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 6-8.3	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 6-8.5	Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
INQ 6-8.6	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
INQ 6-8.7	Evaluate the credibility of a source by determining its relevance and intended use.
INQ 6-8.8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
INQ 6-8.9	Develop claims and counterclaims while pointing out the strengths and limitations of both.
INQ 6-8.10	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
INQ 6-8.11	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
INQ 6-8.12	Present adaptations of arguments and explanations on topics of interest to others to reach audience and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
INQ 6-8.13	Critique arguments for credibility.

INQ 6-8.14	Critique the structure of explanations.
INQ 6-8.15	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
INQ 6-8.16	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
INQ 6-8.17	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- CCS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- CCS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style and objective tone.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CCS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCS.ELA-Literacy.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,

focusing on how well purpose and audience have been addressed.

- CCS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CCS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
- CCS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Essential Questions**

- What roles do people play in different types of government?
- What factors have made political and/or cultural unity difficult in a region?
- How do a government's policies impact human rights and conflict resolution?
- What benefits and challenges result from globalization?

### **Scope and Sequence**

- Content
  - a) Government
    - i. Structure and purpose
    - ii. Comparison/contrast
    - iii. Influences/impacts
  - b) United Nations
    - i. Background
    - ii. Successes and failures
  - c) Human rights
    - i. Persecuted groups (race, gender, ethnicity, religion)
    - ii. Genocide

- iii. Refugees
  - d) Causes of conflict (political, social, economic, environmental)
  - e) Conflict resolution
  - f) Globalization
- Skills
  - a) Using close reading strategies to analyze a text
  - b) Defining key academic and content-specific vocabulary
  - c) Citing text evidence to support analysis of a document
  - d) Evaluating claims and supporting details
  - e) Formulating and supporting a claim
  - f) Peer-editing, self-editing, and revising writing
  - g) Conducting research to obtain reliable sources
  - h) Identifying point of view, perspective, and bias in texts
  - i) Corroborating facts using multiple sources
  - j) Producing and developing writing mindful of task, purpose, and audience
  - k) Responding to compelling questions in a meaningful way
  - l) Developing supporting questions
  - m) Analyzing information and reaching a conclusion
  - n) Utilizing relevant evidence from multiple sources to answer the compelling and supporting questions
  - o) Developing and responding to a counterclaim with assistance

### **Assured Assessments**

#### Formative Assessment:

Students will continue to develop their active reading and writing strategies that will be incorporated throughout the year, including note-taking (highlighting and annotating), vocabulary-building, close reading strategies, answering text-dependent questions, and small-group discussion with increasingly complex texts.

#### Summative Assessment:

Globalization DBQ (Document-Based Question) writing assignment common to both middle schools, such as: Has globalization had more of a positive or a negative impact? To focus their response, with assistance, students will generate questions based on the documents presented. A common rubric will be used to assess the response, and grades will be factored into the trimester grade as a major element in a manner common to all grade 7 social studies teachers at both middle schools.

### **Resources**

#### Core

- *Junior Scholastic*. Various issues.

- *National Geographic Global Issues Series*. Washington, DC: National Geographic School Publications, 2013. Print.
- *The Nystrom Desk Atlas*. Indianapolis: Herff Jones Nystrom, 2014. Print.

#### Supplemental

- *Active Classroom* resources. Web.
- excerpts from Park, Linda Sue. *A Long Walk to Water*. New York: Clarion, 2011. Print.

#### **Time Allotment**

- Approximately 12 weeks

## **ASSURED STUDENT PERFORMANCE RUBRIC**

- Argument Writing Checklist (attached)

**ARGUMENT WRITING CHECKLIST – Adapted from TCRWP**

		<b>Not Yet</b>	<b>Starting To</b>	<b>Yes!</b>
<b>INTRODUCTION</b> <b>(Background, Claim, Reasons)</b>	<ul style="list-style-type: none"> <li>• I interested in the reader in my argument.</li> <li>• I helped the reader to understand the background (background) behind it. I presented the backstory in a way that got the reader ready to see my point.</li> <li>• I made it clear to readers what my piece would argue.</li> <li>• I forecasted the parts of my argument.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BODY</b> <b>(Evidence and Elaboration)</b>	<ul style="list-style-type: none"> <li>• I introduced and included various kinds of evidence such as facts, quotations, examples, and definitions.</li> <li>• I analyzed or explained the reasons and evidence, showing how they fit with my claim and built my argument.</li> <li>• I worked to make my argument compelling as well as understandable. I brought out why it mattered and why the audience should care about it.</li> <li>• I wrote about another possible position and explained why the evidence for my position outweighed the counterclaim.</li> <li>• I cited all sources accurately.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUSION</b> <b>(Restatement and Call to Action)</b>	<ul style="list-style-type: none"> <li>• The conclusion re-stated the claim and main points, and highlighted their significance.</li> <li>• In my conclusion, I reinforced and built on the main points in a way that made the entire text a cohesive whole.</li> <li>• I included a “call to action” for the reader.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• I laid out a well-supported argument.</li> <li>• The parts of my piece were arranged purposefully to lead readers from one reason, or piece of evidence, to another.</li> <li>• I used transitions such as <i>according to, this means, nevertheless, on the other hand, therefore, and however</i> to link parts of my argument. The transitions helped the reader follow from part to part and make it clear when I was stating a claim or counterclaim, giving a reason, or offering analysis.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GRAMMAR AND MECHANICS</b>	<ul style="list-style-type: none"> <li>• I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.</li> <li>• I matched the spelling of vocabulary to that found in resources and text evidence.</li> <li>• I used punctuation and capitalization appropriately.</li> <li>• I did NOT use first-person, contractions, or slang.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>