

Read, Think, Decide, Act – Election
Middle School Correlates to Common Core and NC Essential Standards for Social Studies

| GRADE | READING INFORMATION | WRITING | SOCIAL STUDIES |
|-------|---|---|--|
| 6 | <p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH-10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> | <p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> | <p>6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.</p> <p>6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).</p> <p>6.C&G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments</p> |
| 7 | <p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH-10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> | <p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> | <p>7.C&G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.</p> <p>7.C&G.1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).</p> <p>7.C&G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).</p> |

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| 8 | <p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH-10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> | <p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> | <p>8.H.1.5 Analyze the relationship between historical context and decision-making.</p> <p>8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of NC and the US.</p> <p>8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).</p> <p>8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).</p> <p>8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).</p> <p>8.C&G.2.1</p> |

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| | | | <p>Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).</p> <p>8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).</p> <p>8.C&G.2.3 Explain the impact of human and civil rights issues throughout NC and US history.</p> |