

**Presidential Inauguration**  
**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-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.</p> <p>RH-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).</p> <p>RH-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).</p> <p>RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH-9 Analyze the relationship between a</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>W-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.</p> <p>W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W-9 Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.</p> <p>6.C&amp;G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions</p> <p>6.C&amp;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>

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	<p>primary and secondary source on the same topic.</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-10 Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p>	
7	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH-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.</p> <p>RH-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).</p> <p>RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH-6 Identify aspects of a text that reveal an</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>W-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.</p> <p>W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of</p>	<p>7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).</p> <p>7.C&amp;G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).</p> <p>7.C&amp;G.1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various</p>

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	<p>author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH-9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH-10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>others while avoiding plagiarism and following a standard format for citation.</p> <p>W-9 Draw evidence from informational texts to support analysis reflection, and research.</p> <p>W-10 Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>governments in modern societies (e.g. voting, taxes and military service).</p> <p>7.C&amp;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>
8	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH-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.</p> <p>RH-3 Identify key steps in a text’s description of a process related to history/social studies</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>W-7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused</p>	<p>8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.</p> <p>8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.1.5</p>

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	<p>(e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH-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).</p> <p>RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH-9 Analyze the relationship between a primary and secondary source on the same topic.</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>questions that allow for multiple avenues of exploration.</p> <p>W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W-9 Draw evidence from informational texts to support analysis reflection, and research.</p> <p>W-10 Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Analyze the relationship between historical context and decision-making.</p> <p>8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states’ rights and citizenship and immigration policies) on the development of NC and the US.</p> <p>8.H.2.2 Summarize how leadership and citizen actions influenced the outcome of key conflicts in NC and the US.</p> <p>8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of NC and the US.</p> <p>8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in NC and the US.</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&amp;G.1.1 Summarize democratic ideals expressed in</p>

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			<p>local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).</p> <p>8.C&amp;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&amp;G.2.1 Evaluate the effectiveness of various approaches used to effect change in NC and the US.</p> <p>8.C&amp;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&amp;G.2.3 Explain the impact of human and civil rights issues throughout NC and US history.</p>