

## Georgia Standards of Excellence Reference (Social Studies):

Last updated: 5/24/23

### Elementary School:

#### *Kindergarten:*

- None

#### *1st Grade:*

- **SS1H1** Read about and describe the life of historical figures in American history:
  - Meriwether Lewis and William Clark with Sacagawea (exploration)

#### *2nd Grade:*

In second grade, the various social studies strands become interwoven with the historical strand.

**The history strand focuses on important historical figures in Georgia and the Creek and Cherokee cultures in Georgia.**

- **SS2H1** Describe the lives and contributions of historical figures in Georgia history:
  - a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)
  - b. Sequoyah (development of a Cherokee alphabet)
- **SS2H2** Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments:
  - a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.
- **SS2G2** Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in **SS2H2**:
  - a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map.

- b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.
- c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.
- d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.

### ***3rd Grade:***

#### **Year 1 (Of U.S. History): American Indian Cultures through Colonization**

- **SS3H1** Describe early American Indian cultures and their development in North America:
  - a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.
  - b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.
  - c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).
- **SS3H2** Describe European exploration in North America:
  - c. Describe examples of cooperation and conflict between European explorers and American Indians.
- **SS3H3** Explain the factors that shaped British Colonial America:
  - c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

- **SS3G3** Describe how physical systems affect human systems:
  - a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.

#### ***4th Grade:***

- **SS4H3** Explain westward expansion in America:
  - a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”
  - *b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.*

#### ***5th Grade:***

- None

#### **Middle School:**

##### ***6th Grade:***

- None

##### ***7th Grade:***

- None

##### ***8th Grade:***

- **SS8H1** Evaluate the impact of European exploration and settlement on American Indians in Georgia:
  - a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.

- c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.
- **SS8H2** Analyze the colonial period of Georgia's history:
  - b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.
- **SS8H4** Explain significant factors that affected westward expansion in Georgia between 1789 and 1840:
  - b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.
  - d. Describe the role of William McIntosh in the removal of the Creek from Georgia.
  - *e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonaga Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.*

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADES 6-8</b>
<b>➤ Key Ideas and Details</b>
<b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
<b>L6-8RHSS2:</b> 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.
<b>L6-8RHSS3:</b> 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).
<b>➤ Craft and Structure</b>
<b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>L6-8RHSS5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>L6-8RHSS6:</b> 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).
<b>➤ Integration of Knowledge and Ideas</b>
<b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>L6-8RHSS8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.
<b>L6-8RHSS9:</b> Analyze the relationship between a primary and secondary source on the same topic.
<b>➤ Range of Reading and Level of Text Complexity</b>
<b>L6-8RHSS10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)</b>
<b>➤ Text Types and Purposes</b>
<b>L6-8WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .
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.
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.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
<b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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.
<b>L6-8WHST3:</b> (See note; not applicable as a separate requirement)
<b>➤ Production and Distribution of Writing</b>
<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>L6-8WHST5:</b> 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.
<b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>➤ Research to Build and Present Knowledge</b>
<b>L6-8WHST7:</b> 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.
<b>L6-8WHST8:</b> 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.
<b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.
<b>➤ Range of Writing</b>
<b>L6-8WHST10:</b> Write routinely over extended time frames (time for 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.

## **High School:**

### ***Sociology:***

- **SSSocC1** Explain the development and importance of culture:
  - a. Describe how culture is a social construction.
  - b. Identify the basic elements of culture.
  - c. Explain the importance of culture as an organizing tool in society.
  - d. Describe the components of culture to include language, symbols, norms, and values; also include material and non-material culture.
- **SSSocIC1** Analyze forms of social inequality:
  - a. Explain how unequal distribution of power and resources affects the life chances of individuals in that society.
  - b. Analyze the sources and effects of stratification on the basis of social class, race and ethnicity, gender, age, and emotional, mental, and physical disabilities.

### ***United States History:***

- **SSUSH1** Compare and contrast the development of English settlement and colonization during the 17th Century:
  - b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
  - c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

- d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- **SSUSH3** Analyze the causes of the American Revolution:
  - a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- **SSUSH4** Analyze the ideological, military, social, and diplomatic aspects of the American Revolution:
  - e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.
  - f. Explain the significance of the Treaty of Paris, 1783.
- **SSUSH6** Analyze the challenges faced by the first five presidents and how they responded.
  - d. Explain James Madison’s presidency in relation to the War of 1812 and the war’s significance in the development of a national identity.
- **SSUSH7** Investigate political, economic, and social developments during the Age of Jackson.
  - a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states’ rights, and the Indian Removal Act.
- **SSUSH10** Identify legal, political, and social dimensions of Reconstruction.
  - b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians.



- **SSUSH12** Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.
  - a. Examine the construction of the transcontinental railroad including the use of immigrant labor.
  - b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.
  - c. Explain the Plains Indians’ resistance to western expansion of the United States and the consequences of their resistance.

***World History:***

- None

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10</b>
<b>➤ Key Ideas and Details</b>
<b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<b>L9-10RHSS3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>➤ Craft and Structure</b>
<b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<b>L9-10RHSS5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
<b>L9-10RHSS6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>➤ Integration of Knowledge and Ideas</b>
<b>L9-10RHSS7:</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>L9-10RHSS8:</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<b>L9-10RHSS9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>➤ Range of Reading and Level of Text Complexity</b>
<b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>
<b>➤ Text Types and Purposes</b>
<b>L9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.
<b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L9-10WHST3:</b> (See note; not applicable as a separate requirement)
<b>➤ Production and Distribution of Writing</b>
<b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>➤ Research to Build and Present Knowledge</b>
<b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.
<b>➤ Range of Writing</b>
<b>L9-10WHST10:</b> Write routinely over extended time frames (time for 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.

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12</b>
<b>➤ Key Ideas and Details</b>
<b>L11-12RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>L11-12RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>L11-12RHSS3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>➤ Craft and Structure</b>
<b>L11-12RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>L11-12RHSS5:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>L11-12RHSS6:</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>➤ Integration of Knowledge and Ideas</b>
<b>L11-12RHSS7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>L11-12RHSS8:</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>L11-12RHSS9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>➤ Range of Reading and Level of Text Complexity</b>
<b>L11-12RHSS10:</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>
<b>➤ Text Types and Purposes</b>
<b>L11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.
<b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>L11-12WHST3:</b> (See note; not applicable as a separate requirement)
<b>➤ Production and Distribution of Writing</b>
<b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>L11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>➤ Research to Build and Present Knowledge</b>
<b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.
<b>➤ Range of Writing</b>
<b>L11-12WHST10:</b> Write routinely over extended time frames (time for 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.