

Middle School (Gr. 6 - 8) Social Studies Power Standards

Grade 6: Ancient Civilizations

- SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
- SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
- SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
- SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
- SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
- SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).
- SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
- SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.
- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.
- SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.
- SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
- SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
- SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).

Grade 7: World Region Studies

- SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
- SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
- SS.Inq3.b.m Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).
- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
- SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
- SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).
- SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
- SS.Geog1.c.m Construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.
- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.
- SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.
- SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.
- SS.PS4.a.m Assemble an argument utilizing multiple sources of information.

Grade 8: Early US History

- SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
- SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
- SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
- SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
- SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
- SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).
- SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.
- SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
- SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.
- SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.