

| Standard ID | Standard Text   | Edgenuity Lesson Name   |
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| SSS1:       | Social Studies Skills<br>Uses critical reasoning skills to analyze and evaluate claims.<br>Enduring Understanding - Social studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.                               |   |
| SSS1.6-8.1. | Analyze positions and evidence supporting an issue or an event.   | Impact of the Crusades<br>Sources of Historical Information   |
| SSS1.6-8.2. | Evaluate the logic of reasons for a position on an issue or event.  | Impact of the Crusades<br>Sources of Historical Information   |
| SSS2:       | Uses inquiry-based research.<br>Enduring Understanding - The ability to develop questions is the foundation of a rich social studies experience. Then the ability to answer those questions by planning how to find reliable and credible answers to the questions is the next step to initiate an inquiry. |   |
| SSS2.6-8.1. | Create and use research questions to guide inquiry on an issue or event.  | Sources of Historical Information<br>Writing a Research-Based Essay to Compare the Societies of Athens and Sparta<br>Writing an Argumentative Essay about an Ancient Civilization |
| SSS2.6-8.2. | Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.   | Impact of the Crusades<br>Using Primary and Secondary Sources<br>Writing an Argumentative Essay about an Ancient Civilization   |
| SSS3:       | Deliberates public issues.<br>Enduring Understanding - Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.  |   |
| SSS3.6-8.1. | Engage in discussion, analyzing multiple viewpoints on public issues.   | Participating in a Class Discussion   |

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|-------------|--|--|
| SSS4:       | <p>Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.</p> <p>Enduring Understanding - Argumentation involves the ability to understand the source-to-evidence relationship, and use evidence to justify a claim and counterclaim.</p>   |  |
| SSS4.6-8.1. | <p>Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</p>  | <p>Writing a Research-Based Essay to Compare the Societies of Athens and Sparta</p> <p>Writing an Argumentative Essay about an Ancient Civilization</p>  |
| SSS4.6-8.2. | <p>Use appropriate format to cite sources within an essay, presentation, and reference page.</p>   |  |
| C1:         | <p>World History</p> <p>Civics</p> <p>Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.</p> <p>Enduring Understanding - Foundational documents of the United States were built upon the work of earlier civilizations.</p> |  |
| C1.6-8.1.   | <p>Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.</p>  | <p>Government in England</p> <p>Roman Principles of Government</p> <p>The Influence of Athenian Democracy on the US</p>  |
| C2:         | <p>Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>Enduring Understanding - Civilizations from the earliest times have some form of governmental organization that creates order in a society.</p>  |  |
| C2.6-8.1.   | <p>Explain a variety of forms of government from the past or present.</p>  | <p>Egypt's Old and Middle Kingdoms</p> <p>Government and Citizenship in Ancient Greece</p> <p>Government in England</p> <p>Roman Principles of Government</p> <p>Sumerian City-States</p> <p>The First Empires</p> |

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|-------------|---|---|
| C3:         | Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.<br>Enduring Understanding - Civilizations interact with each other in order to promote and protect their own interests.  |   |
| C3.6-8.1.   | Analyze how societies have interacted with one another.   | Athens and Sparta<br>Rome and the Punic Wars<br>The Aryan Migration and Impact on Indian Life<br>The Kingdom of Kush (Nubia)<br>The Peloponnesian Wars<br>The Silk Road |
| C4:         | Understands civic involvement.<br>Enduring Understanding - The role of the citizen has evolved from ancient to modern times.  |   |
| C4.6-8.1.   | Describe the historical origins of civic involvement.   | Government and Citizenship in Ancient Greece<br>Roman Principles of Government<br>The Influence of Athenian Democracy on the US   |
| E1:         | Economics<br>Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.<br>Enduring Understanding - As ancient and medieval societies grew, the needs and wants of their citizens changed. These changes impacted those societies in multiple ways, influencing the futures of those societies. |   |
| E1.6-8.1.   | Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.   | Applying Economics to World History<br>Economy of Ancient Egypt<br>Roman Empire at Its Height<br>Society in the Roman Republic<br>The Silk Road                         |
| E2:         | Understands how economic systems function.<br>Enduring Understanding - Extensive trade relationships emerged between nations in ancient times to acquire scarce resources and maximize the economic standing of participating civilizations.  |   |
| E2.6-8.1.   | Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.  | Applying Economics to World History<br>Economy of Ancient Egypt<br>Society in the Roman Republic  |

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| E2.6-8.1.   | Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.<br><i>(Cont'd)</i>   | The Shang and Zhou Dynasties<br>The Silk Road   |
| E2.6-8.2.   | Explain how scarce resources have affected international trade in the past or present.  | Applying Economics to World History<br>Economy of Ancient Egypt<br>Roman Empire at Its Height<br>Society in the Roman Republic<br>The Silk Road   |
| E3:         | Understands the government's role in the economy.<br>Enduring Understanding - Governments have always been involved in the economic matters of their societies, but vary in the degree of regulation and control from ancient to modern times.  |   |
| E3.6-8.1.   | Explain the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.   | Applying Economics to World History<br>Economy of Ancient Egypt<br>Roman Empire at Its Height<br>Society in the Roman Republic<br>The Mauryan Empire<br>The Qin Dynasty and the Unification of Northern China<br>The Shang and Zhou Dynasties |
| E4:         | Understands the economic issues and problems that all societies face.<br>Enduring Understanding - Societies and individuals who control trade historically have had an economic and political advantage over those who do not. Unequal distribution of wealth within a society creates distinct socio-economic classes. The managing of resources and barriers to trade creates challenges for maintaining societal lifestyles. |   |
| E4.6-8.1.   | Explain the distribution of wealth and sustainability of resources in the world.  | Applying Economics to World History<br>Economy of Ancient Egypt<br>Roman Empire at Its Height<br>The Silk Road  |
| E4.6-8.2.   | Explain barriers to trade and how those barriers influence trade among nations.   | The Silk Road   |

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|-------------|--|---|
| G1:         | <p>Geography</p> <p>Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.</p> <p>Enduring Understanding - Mapping locations and settlement patterns in various ways helps students understand the physical and cultural characteristics of places and regions.</p> |   |
| G1.6-8.1.   | <p>Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.</p>   | <p>Applying Geography to World History</p> <p>Fertile Crescent</p> <p>Geography of East Asia</p> <p>Geography of North Africa</p> <p>Geography of South Asia and the Indus Valley Civilization</p> <p>Geography of the Mediterranean</p> <p>Neolithic Agriculture and Settlement</p> <p>Rise of Rome</p> <p>The Aryan Migration and Impact on Indian Life</p> |
| G1.6-8.2.   | <p>Identify the location of places and regions in the world and understand their physical and cultural characteristics.</p>  | <p>Applying Geography to World History</p> <p>Fertile Crescent</p> <p>Geography of East Asia</p> <p>Geography of North Africa</p> <p>Geography of South Asia and the Indus Valley Civilization</p> <p>Geography of the Mediterranean</p> <p>Neolithic Agriculture and Settlement</p> <p>Rise of Rome</p> <p>The Aryan Migration and Impact on Indian Life</p> |
| G2:         | <p>Understands human interaction with the environment.</p> <p>Enduring Understanding - The interaction between people and the environment affects how and where people live, work, and play.</p>   |   |
| G2.6-8.1.   | <p>Explain and analyze how the environment has affected people and how people have affected the environment in world history.</p>  | <p>Applying Geography to World History</p> <p>Fertile Crescent</p> <p>Geography of East Asia</p>  |

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| G2.6-8.1.   | Explain and analyze how the environment has affected people and how people have affected the environment in world history.<br><i>(Cont'd)</i>  | Geography of North Africa<br>Geography of South Asia and the Indus Valley Civilization<br>Geography of the Mediterranean<br>Neolithic Agriculture and Settlement<br>Rise of Rome   |
| G2.6-8.2.   | Explain the geographic factors that influence the movement of groups of people in world history.   | Applying Geography to World History<br>Fertile Crescent<br>Geography of East Asia<br>Geography of North Africa<br>Geography of South Asia and the Indus Valley Civilization<br>Geography of the Mediterranean<br>Neolithic Agriculture and Settlement<br>Rise of Rome<br>The Aryan Migration and Impact on Indian Life |
| G3:         | Understands the geographic context of global issues and events.<br>Enduring Understanding - Geography impacts issues and events locally and globally throughout history. Societies must learn how to manage and replenish their resources in order to maintain their way of life, to maintain mutually beneficial trade relationships, and to develop or adapt a diverse cultural landscape through migration and settlement patterns. |  |
| G3.6-8.1.   | Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.  | Applying Geography to World History<br>Fertile Crescent<br>Geography of East Asia<br>Geography of North Africa<br>Geography of South Asia and the Indus Valley Civilization<br>Geography of the Mediterranean<br>Rise of Rome  |

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|-------------|---|--|
| G3.6-8.1.   | Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.<br><i>(Cont'd)</i>  | The Aryan Migration and Impact on Indian Life<br>The Silk Road   |
| H1:         | History<br>Understands historical chronology. Enduring Understanding - In the last 10,000 years ancient peoples from regions all around the globe shifted from a life of foraging to farming, developed civilizations, advanced technology, and connected all regions of the world. |  |
| H1.6-8.1.   | Analyze different cultural measurements of time.  | Analyzing Time Lines   |
| H1.6-8.2.   | Explain how the rise of civilizations defines eras in world history in two or more regions of the world.  | Egypt's New Kingdom<br>Egypt's Old and Middle Kingdoms<br>Fertile Crescent<br>Geography of East Asia<br>Geography of North Africa<br>Geography of South Asia and the Indus Valley Civilization<br>Life in Ancient Egypt<br>Rivers, Settlements, and the First Civilizations<br>Sumerian City-States<br>The Aryan Migration and Impact on Indian Life<br>The Gupta Empire<br>The Mauryan Empire<br>The Shang and Zhou Dynasties<br>Writing an Argumentative Essay about an Ancient Civilization |
| H1.6-8.3.   | Explain how the rise of civilizations defines two or more eras, such as:  |  |
| H1.6-8.3.1  | 8,000 BCE to 500 BCE  | Egypt's New Kingdom<br>Egypt's Old and Middle Kingdoms<br>Government and Citizenship in Ancient Greece<br>Judaism<br>Life in Ancient Egypt<br>Neolithic Agriculture and Settlement   |

| Standard ID | Standard Text                           | Edgenuity Lesson Name   |
|-------------|---|---|
| H1.6-8.3.1  | 8,000 BCE to 500 BCE<br><i>(Cont'd)</i> | Origins of Hinduism<br>Rivers, Settlements, and the First Civilizations<br>Sumerian City-States<br>The Aryan Migration and Impact on Indian Life<br>The First Empires<br>The Kingdom of Kush (Nubia)<br>The Shang and Zhou Dynasties  |
| H1.6-8.3.2  | 500 BCE to 500 CE                       | Alexander the Great<br>Athens and Sparta<br>Buddhism<br>Fall of the Western Empire<br>From Republic to Empire<br>Origins of Christianity<br>Roman Empire at Its Height<br>Roman Principles of Government<br>Rome and the Punic Wars<br>Rome under Constantine<br>Society in the Roman Republic<br>Spread of Christianity<br>The Achievements of Ancient Greece<br>The Achievements of the Roman Empire<br>The Gupta Empire<br>The Han Dynasty<br>The Influence of Athenian Democracy on the US<br>The Mauryan Empire<br>The Peloponnesian Wars<br>The Qin Dynasty and the Unification of Northern China |
| H1.6-8.3.3  | 500 CE to 1600 CE                       | Challenges in Late Medieval Times<br>Church Authority in Europe<br>Civilizations in North and South America<br>Conquest of the Americas   |



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|-------------|--|---|
| H1.6-8.3.3  | 500 CE to 1600 CE<br><i>(Cont'd)</i>   | Early Middle Ages<br>East and West African Civilizations<br>Feudalism<br>Government in England<br>Impact of the Crusades<br>Islam<br>Mesoamerican and South American Civilizations<br>Ottoman and Mughal Empires<br>Spread of Islam<br>Tang and Sung Dynasties<br>The Byzantine Empire<br>The Influence of Cultural Revolutions<br>The Ming Dynasty<br>The Mongol Empire<br>The Yuan Dynasties<br>Three Worlds Meet<br>Voyages of Exploration |
| H2:         | Understands and analyzes causal factors that have shaped major events in history. Enduring Understanding - Periods in human history are marked by events and people who have changed the course of human and global development. |   |
| H2.6-8.1.   | Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.  | Alexander the Great<br>Buddhism<br>Church Authority in Europe<br>Civilizations in North and South America<br>Conquest of the Americas<br>East and West African Civilizations<br>Egypt's New Kingdom<br>From Republic to Empire<br>Government and Citizenship in Ancient Greece<br>Government in England<br>Impact of the Crusades<br>Islam  |

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|-------------|--|---|
| H2.6-8.1.   | Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.<br><i>(Cont'd)</i> | Judaism<br>Mesoamerican and South American Civilizations<br>Origins of Christianity<br>Origins of Hinduism<br>Ottoman and Mughal Empires<br>Roman Empire at Its Height<br>Roman Principles of Government<br>Rome under Constantine<br>Spread of Christianity<br>Spread of Islam<br>Tang and Sung Dynasties<br>The Achievements of the Roman Empire<br>The Aryan Migration and Impact on Indian Life<br>The Byzantine Empire<br>The First Empires<br>The Gupta Empire<br>The Han Dynasty<br>The Influence of Cultural Revolutions<br>The Kingdom of Kush (Nubia)<br>The Mauryan Empire<br>The Ming Dynasty<br>The Mongol Empire<br>The Qin Dynasty and the Unification of Northern China<br>The Shang and Zhou Dynasties<br>The Silk Road<br>The Yuan Dynasties<br>Three Worlds Meet<br>Voyages of Exploration |

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|-------------|--|--|
| H3:         | Understands that there are multiple perspectives and interpretations of historical events. Enduring Understanding - Indigenous people in all regions of the world have their own historical narrative that can differ from mainstream historical accounts of the same event. |  |
| H3.6-8.1.   | Analyze and interpret historical materials from a variety of perspectives in world history.  | Buddhism<br>Impact of the Crusades<br>Origins of Hinduism<br>Sources of Historical Information<br>The Peloponnesian Wars<br>Using Primary and Secondary Sources  |
| H3.6-8.2.   | Analyze multiple causal factors to create and support a claim about major events in world history.   | Sources of Historical Information<br>Using Primary and Secondary Sources<br>Writing an Argumentative Essay about an Ancient Civilization   |
| H4:         | Understands how historical events inform analysis of contemporary issues and events. Enduring Understanding - When regional and global connections were made among early societies, the world changed in ways that still affect us today.                                    |  |
| H4.6-8.1.   | Analyze how a historical event in world history helps us to understand contemporary issues and events.   | Buddhism<br>Judaism<br>Origins of Hinduism<br>The Achievements of Ancient Greece<br>The Achievements of the Roman Empire<br>The Aryan Migration and Impact on Indian Life<br>The Influence of Athenian Democracy on the US |
| RH.6-8      | Reading Standards for Literacy in History/Social Studies<br>Key Ideas and Details  |  |
| RH.6-8.1    | Cite specific textual evidence to support analysis of primary and secondary sources.   | Life in Ancient Egypt<br>Sources of Historical Information<br>The First Empires<br>Using Primary and Secondary Sources   |

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|-------------|---|--|
| 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.                                   | Life in Ancient Egypt<br>Sources of Historical Information<br>The First Empires<br>Using Primary and Secondary Sources |
| 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).<br><br>Craft and Structure      |  |
| 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.  | Geography of East Asia   |
| RH.6-8.5    | Describe how a text presents information (e.g., sequentially, comparatively, causally).   | Origins of Hinduism  |
| 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).  | Impact of the Crusades<br>The Peloponnesian Wars<br>Using Primary and Secondary Sources                                |
| RH.6-8.7    | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br><br>Integration of Knowledge and Ideas                   | Geography of East Asia<br>Using Primary and Secondary Sources  |
| RH.6-8.8    | Distinguish among fact, opinion, and reasoned judgment in a text.   | The Peloponnesian Wars<br>Using Primary and Secondary Sources  |
| RH.6-8.9    | Analyze the relationship between a primary and secondary source on the same topic.  | Impact of the Crusades<br>Using Primary and Secondary Sources  |
| RH.6-8.10   | By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.<br><br>Range of Reading and Level of Text Complexity | Geography of East Asia<br>Life in Ancient Egypt  |

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| RH.6-8.10   | By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.<br><i>(Cont'd)</i>   | Origins of Hinduism<br>The First Empires<br>The Peloponnesian Wars<br>Using Primary and Secondary Sources |
| WHST.6-8    | Writing Standards for Literacy in History/Social Studies  |   |
|             | Text Types and Purposes   |   |
| WHST.6-8.1  | Write arguments focused on discipline-specific content.   |   |
| WHST.6-8.1a | 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.   | Writing an Argumentative Essay about an Ancient Civilization  |
| WHST.6-8.1b | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  | Writing an Argumentative Essay about an Ancient Civilization  |
| WHST.6-8.1c | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  | Writing an Argumentative Essay about an Ancient Civilization  |
| WHST.6-8.1d | Establish and maintain a formal style.  | Writing an Argumentative Essay about an Ancient Civilization  |
| WHST.6-8.1e | Provide a concluding statement or section that follows from and supports the argument presented.  | Writing an Argumentative Essay about an Ancient Civilization  |
| WHST.6-8.2  | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  |   |
| WHST.6-8.2a | 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. | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta                              |

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|---|--|--|
| WHST.6-8.2b                                   | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta |
| WHST.6-8.2c                                   | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta |
| WHST.6-8.2d                                   | Use precise language and domain-specific vocabulary to inform about or explain the topic.  | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta |
| WHST.6-8.2e                                   | Establish and maintain a formal style and objective tone.  | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta |
| WHST.6-8.2f                                   | Provide a concluding statement or section that follows from and supports the information or explanation presented.   | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta |
| <b>Production and Distribution of Writing</b> |  |  |
| WHST.6-8.4                                    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta |
| 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. | Writing an Argumentative Essay about an Ancient Civilization                 |
| WHST.6-8.5                                    |  | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta |
| WHST.6-8.5                                    |  | Writing an Argumentative Essay about an Ancient Civilization                 |

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|---|---|--|
| 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.   | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta<br>Writing an Argumentative Essay about an Ancient Civilization   |
| Research to Build and Present Knowledge |   |  |
| 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.   | Sources of Historical Information<br>Using Primary and Secondary Sources<br>Writing a Research-Based Essay to Compare the Societies of Athens and Sparta<br>Writing an Argumentative Essay about an Ancient Civilization |
| WHST.6-8.8                              | 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. | Sources of Historical Information<br>Using Primary and Secondary Sources<br>Writing a Research-Based Essay to Compare the Societies of Athens and Sparta<br>Writing an Argumentative Essay about an Ancient Civilization |
| WHST.6-8.9                              | Draw evidence from informational texts to support analysis reflection, and research.  | Sources of Historical Information<br>Using Primary and Secondary Sources<br>Writing a Research-Based Essay to Compare the Societies of Athens and Sparta<br>Writing an Argumentative Essay about an Ancient Civilization |
| Range of Writing                        |   |  |
| WHST.6-8.10                             | 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.  | Sources of Historical Information<br>Using Primary and Secondary Sources   |

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|-------------|---|--|
| WHST.6-8.10 | 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.<br><i>(Cont'd)</i> | Writing a Research-Based Essay to Compare the Societies of Athens and Sparta<br><br>Writing an Argumentative Essay about an Ancient Civilization |