

*What is the story a seventh grader is able to tell by the end of the year?* The purpose of our system of government is to balance the interest of the individual with the interests of society, while continually reshaping the roles of both. Other systems of government prioritize their interests through different lenses. Conflict can occur between individuals, groups, and governments. Compromise is a necessity but not always achieved. Living documents are subject to multiple interpretations and can be changed.

***Cross-Cutting Concept/Theme:  
Rights & Responsibilities with a U.S. Perspective  
(Related to Science Cross-Cutting Concept/Theme of Structure and Function)***

**Essential Questions for the year:**

- What are my roles, rights, and responsibilities as a citizen of my society?
- How do place and time influence the role of a citizen?
- What are the roles and responsibilities of governments?
- What are the structures and functions of governments?
- How do the times and conditions impact the structure and functions of governments?
- What conditions created our system of government?
- How are individual rights protected or neglected?

**PURPOSE AND FRAMEWORK FOR D39 SOCIAL STUDIES CURRICULUM**

The National Council for Social Studies (NCSS) provides a definition and purpose for a Social Studies curriculum. *Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.* The development of our curriculum is founded on inquiry that engages students in developing the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. The dimensions of inquiry in Social Studies include:

- Dimension 1. Developing Questions and Planning Investigations** -Students will develop questions as they investigate societal issues, trends, and events.
- Dimension 2. Applying Disciplinary Concepts and Tools** - Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, history, and cultures.
- Dimension 3. Gathering, Evaluating, and Using Evidence** - Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.
- Dimension 4. Working Collaboratively and Communicating Conclusions** - Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events.

(Adapted from *Vision for the College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards*, Council of Chief State School Officers, 11/12/2012)

**THE CONCEPTUAL LENSES OF SOCIAL STUDIES**

**CIVICS:** In a constitutional democracy with a strong civil society, civic engagement requires deliberating with others and participating in civic and democratic processes. People demonstrate civic engagement when they address public problems collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

**ECONOMICS:** Economic decision-making requires a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate labor, capital, and natural resources among alternative uses. This economic reasoning process involves consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understanding the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

**GEOGRAPHY:** Geographic reasoning requires spatial and environmental perspectives, skill in asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. Thinking geographically involves investigating spatial patterns and processes and comprehending that our world is composed of ecosystems at multiple scales interacting in complex webs of inter-relationships within nature and between nature and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis for interpretations and explanations necessary to make decisions and solve problems.

**HISTORY:** Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

**CULTURAL ANTHROPOLOGY:** Thinking like a cultural anthropologist requires examination and analysis of humans, past and present. It includes study of societal practices within and across cultures. The study of anthropology promotes understanding of how people's behaviors change over time as well as the impact of these changes on each of the disciplines within Social Studies.

**Unit 1 Inquiry Question:** How does government protect or deny individuals' basic human rights?

**Content Vocabulary:** rights, responsibilities, democracy, feudalism, communism, government, liberties, citizen, society, hierarchy, economics, values

**Academic Vocabulary:** claim, evidence, analyze, compare, contrast, influence, circumstance, structure, participation, organization, impact

**Guiding Questions**

**Big Ideas & Formative Understandings**

How do governments differ in form and elements?

How do societal beliefs and ideals influence the establishment of government?

What were major influences at the time of the formation of the US government?

How do different forms of government shape perspectives on individual rights?

**Current influences and circumstances shape our governmental structure today.** (Thinking Civically, Economically, Culturally, Historically, Geographically)

- Identify factors that influence the formation of government (economics, societal values, rights, etc)
- Using general governmental knowledge, identify the current influences and circumstances that have an impact on US government
- Identify the influences and circumstances that have an impact on our government
- Identify factors that influence the formation of government (economics, societal values, rights, etc)
- Identify the impacts of these factors on the structure of government
- Identify aspects of citizens' rights and responsibilities that might be changed

**Societies establish systems for economy and government based on their values and needs.** (Thinking Civically, Historically, Economically)

- Define government structures
  - Establishment of US government
- Identify basic elements of US government structure (three branches of government: executive, legislative, judicial- separation of powers)
- Define government structures
  - Rise of Communism (ideal and in practice)
  - Rise of Feudalism
- Identify elements of various government structures (democratic republic, communism, feudalism, etc.)
- Define government structures
- For example: North Korea (Isolationism, Juche Philosophy, globalized spreading concern)
- For Example: China (A Major World Economy)
- Identify elements of various government structures in current contexts
- Examples: North Korea, China

**Ideals concerning US governmental beliefs, values, and responsibilities include:**

- Societies need laws that are accepted by the people
- Dissenting minorities are protected
- Government is elected by the people
- Government respects and protects individual rights
- Government respects and protects individual freedoms
- Government guarantees civil liberties
- Government works for the common good

**Political, philosophical, and economic circumstances may lead to revolution and rise of new government.** Thinking Civically, Economically, Historically, Geographically

- Analyze the political, philosophical, and economic issues/ideologies that led to the formation of the US government
- Identify the different circumstances that lead to varied types of governments (communism, feudalism, etc.)

**Forms of governments differ in organization/ hierarchy and rights/responsibilities and freedoms of citizens.** (See p.167 in NCSS frameworks) Thinking Civically, Culturally, Historically, Geographically

- Identify organizational/hierarchical structures in various forms of government
- Compare/contrast the differences in individual rights/responsibilities and freedoms of citizens based on the form of government
- Evaluate strengths and weaknesses of forms of government from various perspectives
- Identify the rights and responsibilities of citizens under the US government
- Compare the rights and responsibilities of citizens to the varying forms of government

**Examining primary sources provides a powerful sense of history and the complexity of the past and present.**

- Differentiate between primary and secondary sources
- Use prior knowledge and work with multiple primary sources to find patterns
- Move from concrete observations and facts to questioning and making inferences

	<ul style="list-style-type: none"> <li>● Compare multiple sources that represent differing points of view and contradictions</li> <li>● Connect primary sources to the context in which they were created, synthesizing information from multiple sources</li> <li>● Evaluate each resource considering who wrote it and the author’s perspective, as well as when and where it was written</li> <li>● Analyze primary documents for evidence to support a claim</li> <li>● Compare and contrast primary and secondary accounts</li> <li>● Evaluate source materials using criteria <ul style="list-style-type: none"> <li>○ How does the author know these details (names, dates, times)? Was the author present at the event or soon on the scene?</li> <li>○ Where does this information come from—personal experience, eyewitness accounts, or reports written by others?</li> <li>○ Are the author's conclusions based on a single piece of evidence, or have many sources been taken into account (e.g., diary entries, along with third-party eyewitness accounts, impressions of contemporaries, newspaper accounts)?</li> </ul> </li> </ul>
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**Unit 2 Inquiry Question: Can true compromise ever be achieved?**

**Content Vocabulary:** compromise, catalyst, tipping point, colonization, emancipation, conflict, resolution, separation of powers, political party, revolution, Articles of Confederation, Constitutional Convention, Birth of a Nation  
**Academic Vocabulary:** claim, evidence, analyze, support, reassess, system

Guiding Questions	Big Ideas and Formative Understandings
<p>How do governments respond to conflict and resolution?</p> <p>How can the costs and benefits of conflict and compromise be weighed?</p> <p>Can past and current conflicts and compromises be compared?</p>	<p><b>Conflict may motivate the need for compromise.</b> <i>Thinking Historically, Civically, Culturally</i></p> <ul style="list-style-type: none"> <li>● Determine the goal of a specific compromise</li> <li>● Identify a historical or current conflict and the motivation behind it</li> <li>● Identify multiple historical or current conflicts and the motivations behind them</li> </ul> <p><b>Circumstances and revolution have led to specific compromises throughout US history.</b> <i>Thinking Historically, Civically, Culturally, Geographically</i></p> <ul style="list-style-type: none"> <li>● Determine the catalysts or tipping point that led to the compromise</li> <li>● Weigh the impact of a compromise on today’s society</li> <li>● Analyze whether the goal of each compromise was met</li> </ul> <p><b>There are costs and benefits of compromise.</b> <i>Thinking Historically, Civically, Culturally, Economically</i></p> <ul style="list-style-type: none"> <li>● Characteristics or components of formal compromise options (treaties, handshake, etc.)</li> <li>● Define a compromise and identify key opposing positions</li> <li>● Examine and evaluate the unintended consequences of a compromise</li> <li>● Identify key opposing positions of multiple compromises throughout history</li> <li>● Develop an argument and counter argument supporting a position</li> </ul>

**Unit 3 Inquiry Question: The US Constitution is said to be a “living” document. Is that statement still true today?**

**Content Vocabulary:** Constitution, prohibition, freedom, rights, amendments, evolving, “living” document, Bill of Rights, checks and balances, Balance of Powers, Legislative Branch, Judicial Branch, Executive Branch, acts  
**Academic Vocabulary:** perspective, interpretation, investigate, point of view, claim, evidence, analyze, compare, contrast, validity, sourcing

Guiding Questions	Big Ideas and Formative Understandings
<p>What makes a document such as the Constitution a “living” document?</p> <p>How are the structures of the US government defined?</p> <p>How are the rights of individuals, states, and the federal government addressed in the US Constitution?</p>	<p><b>Rights are influenced by time, place and perspective.</b> <i>Thinking Historically, Civically, Culturally, Geographically, Economically</i></p> <ul style="list-style-type: none"> <li>● Interrelate historical context for issues related to individual and societal rights (such as gun control, marriage, privacy, etc.)</li> <li>● Identify how geographical factors can influence the interpretation and availability of rights (For example, same-sex marriage is legal in some states: Washington, California, Minnesota, etc.), while it is banned by Constitution in others: Texas, Idaho, Florida, etc.)</li> <li>● Identify various interpretations of Constitutional rights over time (For example, segregated education was considered legal until 1954, and, beginning in the 1960s, the Supreme Court upheld affirmative action plans to address the long-term effects of segregation.)</li> <li>● Compare various interpretations of Constitutional rights over time</li> <li>● Investigate one right identified in the Constitution and explain factors that contributed to its evolution</li> </ul> <p><b>The Constitution was designed to balance the rights of the states in relation to the federal government as well as to separate powers between the branches of the federal government. (Articles I - VII)</b> <i>Thinking Historically, Civically</i></p>

How is the Constitution interpreted and amended?

- Analyze the where and how states' rights, federal government role, and separation of powers among the branches of government are addressed in the US Constitution and the Illinois Constitution
- Compare and contrast Illinois and national constitution

**Rights are influenced by time, place and perspective.**

**The Constitution was specifically designed to allow for changes of an evolving society.**

- Analyze the Constitutional amendments to determine the rights of individuals and societal conditions that led to a need for those changes

**The Constitution was specifically designed to allow for changes of an evolving society.** Thinking Historically, Civically, Culturally, Economically

- Evaluate amendments (Bill of Rights and subsequent amendments) and identify factors that influenced these changes to our Constitution

**The interpretations of the Constitution can be subjectively viewed based on various motivations.** Thinking Historically, Civically, Culturally, Geographically, Economically

- Identify challenges and limitations to the Constitution posed by evolving societal views
- Define possible motivations and biases that influence interpretations of the Constitution
- Define a position and key opposing ideas taking into account time and place
- Find and present information supporting each position
- Determine conflicting values or beliefs
- Compare interpretations of the Constitutional Amendments
- Defend and justify an interpretation
- Summarize an opposing interpretation, taking into consideration motivations (counter-argument)

## STATE AND NATIONAL SOCIAL STUDIES STANDARDS

### ILLINOIS STATE STANDARDS FOR SOCIAL SCIENCE

**STATE GOAL 14:** Understand political systems, with an emphasis on the United States

- 14.A.3** Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.
- 14.B.3** Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.
- 14.C.3** Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.
- 14.D.3** Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).
- 14.F.3a** Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.
- 14.F.3b** Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.

**STATE GOAL 16:** Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

- 16.A.3a** Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).
- 16.A.3b** Make inferences about historical events and eras using historical maps and other historical sources.
- 16.A.3c** Identify the differences between historical fact and interpretation.
- 16.B.3a** (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.
- 16.B.3b** (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.
- 16.B.3c** (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.
- 16.C.3b** (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

**STATE GOAL 17:** Understand world geography and the effects of geography on society, with an emphasis on the United States.

- 17.C.3a** Explain how human activity is affected by geographic factors.
- 17.D.3b** Explain how interactions of geographic factors have shaped present conditions.

**STATE GOAL 18:** Understand social systems, with an emphasis on the United States.

- 18.C.3a** Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).
- 18.C.3b** Explain how diverse groups have contributed to U.S. social systems over time.

### ISBE SOCIAL SCIENCE MANDATES

*Civics and Patriotism: American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the*

### C3 FRAMEWORK (COLLEGE, CAREER & CIVIC LIFE) FOR SOCIAL STUDIES STANDARDS

Individually and with others, students construct compelling questions and

- D1.1.6-8. Explain how a question represents key ideas in the field.
- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- Individually and with others, students construct supporting questions and
- D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- Individually and with others, students
- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- D2.Civics
- 1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- 3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- 4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
- 5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- 8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- 10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- 12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- 14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

D2.Economics

- 1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
- 3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.

D2.Geography

- 1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
- 3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
- 5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- 7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

D2.History

- 1.6-8. Analyze connections among events and developments in broader historical contexts.
- 3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- 4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.
- 6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.
- 10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- 11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- 13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
- 15.6-8. Evaluate the relative influence of various causes of events and developments in the past.
- 16.6-8. Organize applicable evidence into a coherent argument about the past.
- 17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.

D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

<p><i>Constitution of the United States of America and the Constitution of the State of Illinois, and proper use and display of the American flag, shall be taught. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects.</i></p> <p><u>Congressional Medal of Honor film: All students in grades 7.</u>  <a href="http://www.isbe.net/curriculum/html/medal_of_honor.htm">http://www.isbe.net/curriculum/html/medal_of_honor.htm</a></p>	<p>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. Individually and with others, students use writing, visualizing, and speaking to</p> <p>D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). Individually and with others, students</p> <p>D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p> <p>D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.</p>
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**NEW ILLINOIS LEARNING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**

<p><b>READING</b></p> <p>ELA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>ELA.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.</p> <p>ELA.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).</p> <p>ELA.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.</p> <p>ELA.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>ELA.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).</p> <p>ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>ELA.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>ELA.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>ELA.RH.6-8.10 By the end of grade 7, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WRITING</b></p> <p>ELA.WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>ELA.WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p>ELA.WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELA.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</p> <p>ELA.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.</p> <p>ELA.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.</p> <p>ELA.WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms selectively; 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>ELA.WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>ELA.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</p>
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