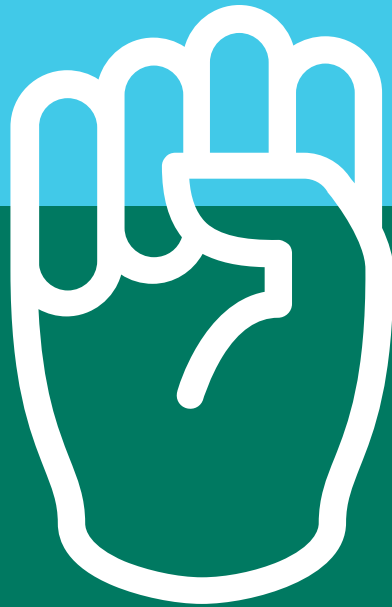


CYCLORAMA AND AMERICAN CITIZENSHIP

atlantahistorycenter.com



**Teachers
Guide**

ATLANTA
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Welcome to ***Cyclorama and American Citizenship: The Case of American Identity***

The *Cyclorama and American Citizenship: The Case of American Identity* Tour invites students to become historical detectives who uncover the missing voices of history and restore these voices to our shared historical understanding. It has three independent components that work best when paired together into a series of lessons.

1. An asynchronous, pop up Clue Book (Genially) that uses historical theatre, games, and timelines to immerse students in an investigation into American identity. Students will learn about *The Battle of Atlanta* cyclorama, a large-scale painting of a turning point of the Civil War, and the women and Black Americans it leaves out. You will receive a temporary link to this resource upon scheduling your tour.
2. A synchronous Virtual Field Trip that features two twenty-first century depictions of American identity for students to examine and compare to the version of American identity that the Cyclorama features.
3. A choice board that empowers students as creators and encourages them to continue the discussions they begin with their Educational Facilitators in the Live Tour. Flipgrid, an educational video platform, will enable students to share their projects and ideas on American identity with their peers who participate in the Tour.

Overview of Standards

- **Content Standards** Find Georgia Performance Standards for Social Studies 3rd-12th grades for the three components of the Tour.
- **Skill-based** Find Common Core Standards for Literacy/ Reading Informational Text (3-5), Speaking and Listening (3-12), Literacy/History and Social Studies Reading Comprehension & Writing (6-12), and Visual Art Georgia Standards of Excellence (3-8) addressed in the three components of the Tour.
 - [Elementary](#)
 - [Middle](#)
 - [High](#)
- **Social Emotional Competencies** Find Core Social Emotional Learning Competencies addressed in the three components of the Tour.

Prior to Your Virtual Tour

Before the Live Virtual Tour, students should use a Genially-produced Clue Book to consider how the meaning of American identity has changed over time. They will examine the Cyclorama and the experiences of Mary Bowser, a union spy, and Henry McNeal Turner, a chaplain in the United States Colored Troops and state legislator during Reconstruction.

What to expect from the Genially-produced Clue Book?

Genially is software that delivers interactive content. It uses buttons, clickable symbols, and layered content to appeal to diverse learners.

Differentiate and supplement the Clue Book

- To help scaffold for various reading levels, connect students to Immersive Reader. They will need a free Microsoft Education Account.
- Atlanta History Center has developed and curated resources to make the Clue Book engaging for all your learners and inspire your class to continue investigating the issues, individuals, and topics that the Clue Book covers.
 - [Elementary \(Grades 3-5\)](#)
 - [Middle School \(Grades 6-8\)](#)
 - [High School \(Grades 9-12\)](#)

During the Virtual Tour

- The Live Tour features The National Memorial of Peace and Justice that honors the thousands of Americans that lost their lives through lynching. [Our Adult Guide](#) provides resources for parents and teachers to help support students before and after the Tour.
- Students should use the chat function to respectfully engage with Educational Facilitators. They can voice their questions in the chat. Throughout the Live Tour, Facilitators will ask all students to answer two types of questions in the chat: one word descriptors to capture their emotional reactions to artifacts and extended responses on their interpretation of artifacts. Facilitators would appreciate it if all students participate practicing complete sentence usage when possible for extended response questions. At the end of the tour, students will receive a link to a discussion on Flipgrid, an educational video platform, for students to add their reactions and interact with other students who have participated in the Tour.

After the Virtual Tour

Assign students a choice board so they can process and share their ideas with their peers that participate in the Clue Book and Virtual Tour.

[Elementary](#)
[Secondary](#)

For Teachers and Students Who Still Want More

- Come to Atlanta History Center to see the Cyclorama and our Civil War exhibit *Turning Points*.
- Explore the [War in our Backyards](#) a virtual exhibit that details the role Atlanta played in the Civil War, [Any Great Change: The Centennial of the 19th Amendment](#), a digital presentation of the special exhibition that is on view at Atlanta History Center, and [Civil War in Georgia](#), an animated map for military enthusiasts that traces troop movement across Georgia from May 1864-1865.
- Schedule another [tour](#) or check out our [Characters in the Classroom](#) and [Traveling Trunks](#) programs.

Elementary Teacher Resources

Before You Begin the Clue Book

Review the Civil War, its consequences, and how Americans remember it.

- [The American Civil War Clarendon Learning](#) provides a 7 video minute overview.
- [Overview of Civil War](#) Scholastic offers a brief reading & timeline.

Reading Comprehension and Vocabulary Guides

- [Clue Book Comprehension Questions](#) to help students interact with the video elements within the Club Book.
- [Clue Book Vocabulary Guide](#) and [Quizlet](#) of these words can be used as the basis of a variety of [word work](#).
- [Read along transcript to Animated Super Spies Comic](#).
- [Animated Super Spies Comic Comprehension and Vocabulary](#)
- [Quest of the USCT Game Guide](#) to encourage students to think about the artifacts, individuals, and events that they will encounter in the game.

Extend Learning

Black Citizenship

- [Enslaved People in the War](#) Primary source images of Black Americans who fought or worked for the Union Army with discussion questions from Teaching Tolerance
- Teaching Tolerance offers a variety of elementary text with comprehension questions: [Jarrah Botello](#), [Meet Hiram Rhodes Revels](#) (first Black Senator) [Barbara Spindel](#), [Frederick Douglass](#), & [Doreen Rappaport](#), [The Story of Suzie King Taylor](#)
- [“Why Would Someone Refuse to Celebrate the Fourth of July”](#) Library Congress’s History Mysteries series guides students to analyze Frederick Douglass’s 1852 July 5, speech.
- Newsela articles and text sets with comprehension activities at multiple reading levels: [What everyone should know about Reconstruction 150 years after the 15th Amendment’s ratification](#), [“Conflict, Change & Belief Systems Of The Civil War & Reconstruction,”](#) [“Ida B. Wells,”](#) [“Lynching, Our National Crime,”](#) [“What we don’t learn about the Black Panther Party—but should,”](#)

Women’s Citizenship

- [Seneca Falls and Suffrage](#) National Women’s History Museum provides a lesson centered on comics about the Seneca Falls Convention & leading activists.
- [Map: States grant women the right to vote](#) The National Constitution Center shows which states granted suffrage prior to 19th amendment

- Newsela articles with comprehension activities at multiple reading levels: [“Women’s Roles and Rights in the 1800s,”](#) [“The civil rights movement often overlooks its black women heroes,”](#) [“The History of the 19th Amendment,”](#) [“The 1915 map that helped all women get the vote,”](#) [“‘Our voices carry weight’: Young women of color lead activist charge,”](#) & [“What is intersectionality?”](#)

Modern Citizenship

- Newsela articles with comprehension activities at multiple reading levels on topics addressed in Timeline: [“California was a free state. But there was still slavery. Now reparations are on the table,”](#) [“PRO/CON: Is it time to allow America’s huge prison population to vote?,”](#) [“Supreme Court makes history with 5-4 gay marriage equality ruling,”](#) [“Supreme Court rejects Trump bid to end young immigrants’ protections,”](#) & [“Justices rule swath of Oklahoma remains tribal reservation.”](#)

Lost Cause & Memory

- Newsela articles with comprehension activities at multiple reading levels: [“Civil War lessons often depend on where the classroom is,”](#) [“Plaques explain the history and racism behind Confederate statues”](#)
- [Confronting History, Transforming Monuments Facing History and Ourselves](#) uses Richmond’s 60 foot monument to General Lee to discuss the controversy surrounding Confederate monuments

Middle School Teacher Resources

Background

[Civil War Text Set](#) COMMONLIT curates a collection of primary and secondary sources at the 6th–11th grade reading levels with comprehension and discussion based activities.

Guidance

[Text-based and inference questions](#) to encourage students' comprehension and interpretation of the concepts addressed in the Clue Book.

Extend Learning

Fighting for Full Citizenship

- [Susie King Taylor](#) Library of Congress curates excerpts from Taylor's memoir *Reminiscences of My Life in Camp* that document her life as an enslaved child, nurse, teacher, and Black woman after the War
- [The Reconstruction Era and The Fragility of Democracy Video Series](#) Facing History and Ourselves provides seven video based lessons on this Era and its legacy
- [Diary of Sergeant Major Christian A. Fleetwood](#) brief biography & seven short diary entries from 1864 that document segregation of troops & discomfort of soldiers' existence
- [The African American Experience at Arlington National Cemetery](#) a database of lessons that analyze the Black soldier's experience until WWII & the effects of the Civil War on Black Americans' lives
- [Give Women the Vote? Analyzing Suffrage Propaganda](#) NewsEd primary source based investigation
- [Background on Women's Suffrage](#) Stanford History Education Group primary source investigation that includes background slideshow
- [Votes for Women: A Portrait of Persistence](#) Digital museum exhibition with selections from the Smithsonian exhibit that highlight the evolution of the suffrage movement and addresses the racism that Black suffragists faced

In World Studies

- [Interactive Defenders Map](#) and accompanying [Educator's Guide](#) features stories of human rights activists from around the world
- [International Timeline of Women Suffrage](#) New Zealand offers concise, comprehensive timeline of women's suffrage worldwide that could inspire students' further investigations
- [Britain's monument culture obscures a violent history of white supremacy and colonial violence](#) The Conversation provides a short overview of the monument debate in the British context
- [Atatürk and Women's Rights in Turkey](#) Stanford History Education Group provides a slide show, lesson plan, and primary & secondary sources so that students can examine the effects of the expansion of women's citizenship in Turkey after WWI

- [What should South Africa do with its monuments to apartheid?](#) Examine the struggle over memory in the South African context.

Lost Cause & Memory

- [How Southern socialites rewrote Civil War history](#) Vox video explains how the United Daughters of the Confederacy influenced depictions of the Civil War and Antebellum Era.
- [Graven Image: Stone Mountain and Historical Memory—Who Defines the Past?](#) A series of lessons on the contested past of the Stone Mountain Carving and Park, historical memory, and the role of monuments play in shaping American identity.

High School Teacher Resources

Background

- [Civil War and Reconstruction through Maps](#) Vox provides 37 maps that explain the Civil War and its consequences
- John Green's [Crash Course U.S. History # 20-22](#) provide a rapid spitfire analysis of the Civil War and Reconstruction

Guidance

- Transform the Clue Book into an opportunity for class discussion. Use these [guided questions](#) and [strategies](#) to inspire you and your students.

Extend Learning

Citizenship & Representation

- [Women's Suffrage, Racism and Intersectionality](#) This Anti-Defamation League designed lesson demonstrates the role racism played in the women's suffragist movement and uses the concept of intersectionality to highlight how racism compounded the sexism Black women faced.
- "[Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true](#)" This article from the New York Times 1619 Project & the [accompanying Quizlet](#) will help students understand the evolution of Black citizenship.
- [Thomas Nast's Political Cartoons](#) primary source investigation from the Stanford History Education Group on evolving Northern conceptions of Black citizenship over the Reconstruction Era
- [Black Citizenship in the Age of Jim Crow](#) Curriculum a series of lessons that the New York Historical Society designed to accompany an exhibition
- [The Battle Over Reconstruction: The Aftermath of War](#) activities that expose students to a variety of evidence & provide them a framework to analyze changing conceptions of American citizenship during Reconstruction

Globalize

- [Colonization and Emigration](#) lesson that provides students materials to debate the goals of the American Colonization Society which Mary Bowser, Elizabeth Van Lew, and Christian Abraham Fleetwood supported.
- "[How to make Amends](#)" helps students look at reparations through a global lens.
- "[A New Confederate Battle Flag in Brazil](#)" Terrence McCoy examines the legacy of the American slave owners who migrated to Brazil after the Civil War. Known as Confederados, these families & their descendents show how the Lost Cause myth has gained international resonance.
- "[Apartheid and Jim Crow are really no different.](#)" Morgan Winsor compares Apartheid to Jim Crow and tracks their long lasting effects

Lost Cause & Memory

- Confederate Monuments and Their Removal Anti-Defamation offers a lesson that focuses on New Orleans' 2017 decision to remove four Confederate monuments.
- W.E.B. Du Bois, "The Propaganda of History" Facing History and Ourselves provides an excerpt and reading from DuBois's 1935 *Black Reconstruction* that documents the effects of the Lost Cause & offers an explanation for its popularity.
- "Black Students and Educators at Confederate-Named Schools" an article from Teaching Tolerance demonstrates the personal effects of the Lost Cause .
- How the Lost Cause Became American History video produced by the Washington Post explains the Lost Cause narrative, its rise, and its continuing legacy.
- How and why has the meaning of the Cyclorama changed? Document Based Question that guides students to use primary and secondary documents to analyze the ways that the Battle of Atlanta cyclorama reflects changing attitudes toward the Civil War. This Comprehension Guide can assist students' analysis.

Elementary Choice Board

Directions Start with number 5 and then make two other choices to make your tic-tac-toe. All activities would work as group or individual assignments.

<p>1</p> <p>Make an animated comic like <u>Super Spies</u> that features an event, <u>person</u>, or topic that will help Americans develop more inclusive ideas of American identity.</p> <p>Digital Tip Use a paint app like <u>Krita</u> to make the images frame by frame & then use a moviemaker like <u>Openshot</u> to put them together into a video.</p>	<p>2</p> <p>Of the artifacts that you studied [<u>Cyclorama</u>, <u>Dignity of the Earth and Sky!</u>, & <u>The National Memorial of Peace and Justice</u>] which best captures the idea of American Identity? Why? Write a persuasive essay defending your opinion. Make sure to include an introduction, supporting evidence, & conclusion.</p>	<p>3</p> <p>Design an artistic tribute [<u>mural</u>, monument, <u>story quilt</u>, etc.] to a <u>historical figure that is largely unknown</u>. Create an artist statement that explains how you chose your figure and why it is important for the world to remember your chosen individual.</p>
<p>4</p> <p>Find a monument to investigate in the community where you live. Then complete Monument Lab's <u>Field Trip</u> to analyze it and the role monuments play in the creation of American identity.</p>	<p>5</p> <p><u>Virtual Tour</u> Cyclorama and American Citizenship: The Case of American Identity</p> <p>Share any of your projects with Museum Educators & your peers who have participated in the Tour on <u>Flipgrid</u>.</p> 	<p>6</p> <p>Make an animated com Curate a museum exhibition that features the groups of people the Cyclorama leaves out. Write a caption for each selected image or artifact. Make sure to give your exhibition a title that will attract visitors!</p> <p>Digital Tip <u>Emaze</u> offers a free Gallery template.</p>
<p>7</p> <p>Pick an individual who worked to expand the rights of citizenship to more Americans and write a narrative of a significant event in their life. Use <u>Doreen Rappaport's The Story of Suzie King Taylor</u> as an example.</p>	<p>8</p> <p>Investigate a specific event on one of the timelines in the Clue Book (<u>Black Citizenship</u>, <u>Women's Citizenship</u>, and <u>Modern Citizenship</u>) Then create a brief report that explains the event and its significance in greater depth.</p> <p>Teamwork Tip This will work best if you collaborate with 7 other classmates and each take 1 event from the timeline.</p>	<p>9</p> <p>Create a picture book that explains how ideas of American identity have changed over time. Integrate examples from the Clue Book and Virtual Tour.</p> <p>Digital Tip Check out <u>Book Creator</u></p>

Secondary Choice Board

Directions Start with number 5 and then make two other choices to make your tic-tac-toe.

<p>1</p> <p>Make an animated comic like Super Spies that features a historical event, person, or topic that will make viewers reconsider who they consider American. Make sure to integrate information from both primary and secondary sources. Make a bibliography that shows the sources you used.</p> <p>Digital Tip Use a paint app like Krita to make the images frame by frame & then use a moviemaker like OpenShot to put them together into a video.</p>	<p>2</p> <p>Use the Atlanta History Center's Confederate Monument Interpretation Guide Template to investigate a Confederate monument—its history, the community it's located in, and any laws that protect it. Then, create a speech that informs the audience of your findings and considers how the community could address the legacy of the Confederacy.</p>	<p>3</p> <p>Create a proposal for an artistic tribute [mural, cyclorama, monument, etc] to a historical figure that is largely unknown. Make sure the proposal explains where the tribute would be located and why and includes a detailed design.</p>
<p>4</p> <p>Pick one of Monument Lab's Past Projects. Research the project's goals and analyze to what extent it was successful. Make sure to find articles that supported the project and those that opposed it. Create an essay or video to share your analysis.</p>	<p>5</p> <p>Virtual Tour Cyclorama and American Citizenship: The Case of American Identity</p> <p>Share any of your projects with Museum Educators & your peers who have participated in the Tour on Flipgrid.</p> 	<p>6</p> <p>Curate a museum exhibition that features groups of people the Cyclorama leaves out. Write a caption for each selected image or artifact and craft an introductory essay that explains the organization and themes of the exhibition.</p> <p>Digital Tip Emaze offers a free Gallery template.</p>
<p>7</p> <p>Historian Sam Wineburg claims that U.S. History classes "often do everything they can to hide the blemishes of this country that we need to fix." In response, educators and activists have collaborated to develop new standards and resources for teachers to use in the classroom. Look into one of these projects [Teaching Hard History, 1619 Project, Zinn Education Project, Unheard Voices, History Unerased, etc.] Describe its goals and what it offers. Then, reflect on your own history education and to what extent your teachers and books exposed you to the ideas and content raised in the project you chose to investigate.</p>	<p>8</p> <p>Examine the timelines of Black Citizenship, Women's Citizenship, and Modern Citizenship in the Clue Book. Find five additional events in each category that the authors left out. Write a short explanation of the importance of each event you found. Finally, reflect what this tells you about presentations of the past.</p>	<p>9</p> <p>Create a picture book that explains how ideas of American identity have changed over time. Synthesize examples from the Clue Book and Virtual Tour with supporting evidence from your own research. Make sure that your bibliography has primary and secondary sources.</p> <p>Digital Tip Check out Book Creator</p>

CONTENT- BASED STANDARDS

Content-based Standards

Grade Level	Standards that Asynchronous Clue Book Addresses	Standards that Live Tour Addresses	Standards that Choice Board Assesses
3rd	<u>Georgia Standards of Excellence for United States History Year 1: American Indian Cultures through Colonization</u>		
	<p><u>SS3CG2</u></p> <p>Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</p> <p>a. Explain the necessity of respecting the rights of others and promoting the common good.</p> <p>b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).</p>	<p><u>SS3CG2</u></p> <p>Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</p> <p>a. Explain the necessity of respecting the rights of others and promoting the common good.</p> <p>b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).</p> <p><u>SS3H1</u></p> <p>Describe early American Indian cultures and their development in North America.</p> <p>c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).</p>	

Content-based Standards

Grade Level	Standards that Asynchronous Clue Book Addresses	Standards that Live Tour Addresses	Standards that Choice Board Assesses
4th	<u>Georgia Standards of Excellence for United States History Year 2: Revolution to Reconstruction</u>		
	<p><u>SS4H4</u></p> <p>Examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.</p> <p><u>SS4H5</u></p> <p>Explain the causes, major events, and consequences of the Civil War.</p> <p>a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry and explain how each of these events was related to the Civil War.</p> <p>b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.</p> <p>c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.</p>	<p><u>SS4H6</u></p> <p>Analyze the effects of Reconstruction on American life.</p> <p>c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.</p> <p>d. Describe the effects of Jim Crow laws and practices.</p>	

Content-based Standards

4th	<p>e. Describe the effects of war on the North and South.</p> <p><u>SS4H6</u></p> <p>Analyze the effects of Reconstruction on American life.</p> <p>a. Describe the purpose of the 13th, 14th, and 15th Amendments.</p> <p>c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.</p> <p>d. Describe the effects of Jim Crow laws and practices.</p> <p><u>SS4CG1</u></p> <p>Describe the meaning of:</p> <p>a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p>c. The federal system of government in the U.S. (federal powers, state powers, and shared powers)</p> <p>d. Representative democracy/republic</p> <p><u>SS4CG3</u></p> <p>Describe the structure of government and the Bill of Rights.</p> <p>b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.</p>		
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Content-based Standards

Grade Level	Standards that Asynchronous Clue Book Addresses	Standards that Live Tour Addresses	Standards that Choice Board Assesses
5th	<u>Georgia Standards of Excellence for United States History Year 3: Industrialization to the Digital Age</u>		
	<u>SS5H6</u> Describe the importance of key people, events, and developments between 1950- 1975. a. Analyze the effects of Jim Crow laws and practices. b. Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act,Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr. <u>SS5CG1</u> Explain how a citizen’s rights are protected under the U.S. Constitution. a. Explain the responsibilities of a citizen. b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process.		W

Content-based Standards

5th	<p><u>SS5CG2</u></p> <p>Explain the process by which amendments to the U.S. Constitution are made.</p> <p>a. Explain the amendment process outlined in the Constitution.</p> <p>b. Describe the purpose for the amendment process.</p> <p><u>SS5CG3</u></p> <p>Explain how amendments to the U. S. Constitution have maintained a representative democracy/ republic.</p> <p>a. Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.</p>		
	Standards that Asynchronous Clue Book Addresses	Standards that Live Tour Addresses	Standards that Choice Board Assesses
	<u>Georgia Standards of Excellence for World Area Studies Year 1: Latin America, the Caribbean and Canada, Europe, and Australia</u>		
6th	<p><u>SS6CG1, SS6CG3, SS6CG4</u></p> <p>Compare and contrast various forms of government.</p> <p>a. Explain citizen participation in autocratic, and democratic governments.</p>	<p><u>SS6CG1, SS6CG3, SS6CG4</u></p> <p>Compare and contrast various forms of government.</p> <p>a. Explain citizen participation in autocratic, and democratic governments.</p>	
7th	<u>Georgia Standards of Excellence for World Area Studies Year 2: Africa, Southwest Asia (Middle East), Southern and Eastern Asia</u>		
	<p><u>SS7CG1, SS7CG3, SS7CG4</u></p> <p>Compare and contrast different forms of citizen participation in government.</p> <p>a. Explain citizen participation in autocratic, and democratic governments.</p>	<p><u>SS7CG1, SS7CG3, SS7CG4</u></p> <p>Compare and contrast different forms of citizen participation in government.</p> <p>a. Explain citizen participation in autocratic, and democratic governments.</p>	

Content-based Standards

Grade Level	Standards that Asynchronous Clue Book Addresses	Standards that Live Tour Addresses	Standards that Choice Board Assesses
8th	<u>Georgia Standards of Excellence for Georgia Studies</u>		
	<u>SS8H5</u> Analyze the impact of the Civil War on Georgia. a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia. b. Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.	<u>SS8H7</u> Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era. b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.	
	<u>SS8H6</u> Analyze the impact of Reconstruction on Georgia. a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction. d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.		

Content-based Standards

8th	<p><u>SS8H7</u></p> <p>Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.</p> <p><u>SS8H11</u></p> <p>Evaluate the role of Georgia in the modern civil rights movement.</p>		
High School	Standards that Asynchronous Clue Book Addresses	Standards that Live Tour Addresses	Standards that Choice Board Assesses
	<u>Georgia Standards of Excellence for American Government/Civics</u>		
	<p><u>SSCG6</u></p> <p>Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.</p> <p><u>SSCG7</u></p> <p>Demonstrate knowledge of civil liberties and civil rights.</p> <p>b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)</p> <p>c. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.</p> <p>d. Identify how amendments extend the right to vote.</p>		

Content-based Standards

High School	<p><u>SSUSH8</u></p> <p>Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.</p> <p>e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown’s Raid on Harpers Ferry, and the election of 1860 as events leading to the Civil War.</p> <p><u>SSUSH9</u></p> <p>Evaluate key events, issues, and individuals related to the Civil War</p> <p>a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.</p> <p>b. Discuss Lincoln’s purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.</p> <p>c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.</p> <p>d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.</p>		
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Content-based Standards

High School	<p><u>SSUSH10</u></p> <p>Identify legal, political, and social dimensions of Reconstruction.</p> <p>c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.</p> <p><u>SSUSH13</u></p> <p>Evaluate efforts to reform American society and politics in the Progressive Era.</p> <p>a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.</p> <p>b. Examine and explain the roles of women in reform movements.</p> <p>c. Connect the decision of Plessy v. Ferguson to the expansion of Jim Crow laws and the formation of the NAACP.</p> <p><u>SSUSH16</u></p> <p>Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</p> <p>b. Describe the effects of the Eighteenth and Nineteenth Amendments.</p> <p><u>SSUSH20</u></p> <p>Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.</p>		
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Content-based Standards

High School	<p>b. Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education.</p> <p><u>SSUSH21</u></p> <p>Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</p> <p>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.</p> <p>c. Describe the impact of television on</p> <p>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</p>		
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Content-based Standards

Grade Level	Standards that Asynchronous Clue Book Addresses	Standards that Live Tour Addresses	Standards that Choice Board Assesses
High School	<u>Georgia Standards of Excellence for World Geography</u>		
	<u>SSWG2</u> Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures. a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music. d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).	<u>SSWG2</u> Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures. a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music. d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).	
	<u>Georgia Standards of Excellence for World History</u>		
	<u>SSWH15</u> Describe the impact of industrialization and urbanization. c. Examine the social impact of urbanization, include: women and children.		

SKILL-BASED STANDARDS



ELEMENTARY SCHOOL SKILL-BASED STANDARDS



Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
3rd	English Language Arts Standards: Reading Informational Text, Speaking and Listening, & Writing		
	<p><u>CCSS.ELA-LITERACY.RI.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><u>CCSS.ELA-LITERACY.RI.3.3</u> Describe the relationship between a series of historical events...using language that pertains to time, sequence, and cause/effect.</p> <p><u>CCSS.ELA-LITERACY.SL.3.2</u> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><u>CCSS.ELA-LITERACY.RI.3.6</u> Distinguish their own point of view from that of the author of a text.</p>	<p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>e. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>CCSS.ELA-LITERACY.SL.3.5</u> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><u>CCSS.ELA-LITERACY.SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
3rd	<p><u>CCSS.ELA-LITERACY.RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><u>CCSS.ELA-LITERACY.SL.3.2</u> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><u>CCSS.ELA-LITERACY.W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p><u>CCSS.ELA-LITERACY.W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
3rd	<p><u>CCSS.ELA-LITERACY.RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>e. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><u>CCSS.ELA-LITERACY.W.3.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p><u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic.</p> <p><u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
3rd	<u>3rd Grade Georgia Performance Standards for Visual Arts</u>		
	<p><u>VA3.CR.1</u> Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.</p> <p>c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).</p> <p><u>VA3.RE.1</u> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Recognize that responses to art change depending on knowledge of the time, place, and culture in which works of art are created</p>	<p><u>VA3.RE.1</u> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p>	<p><u>VA3.CR.1</u> Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.</p> <p>b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.</p> <p>c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).</p> <p><u>VA3.CR.2</u> Create works of art based on selected themes.</p> <p>a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</p> <p>b. Create works of art emphasizing multiple elements of art and/or principles of design.</p> <p><u>VA3.CR.3</u> Understand and apply media, techniques, processes, and concepts of two dimensional art.</p> <p>a. Develop drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor).</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
3rd			<p>b. Incorporate printmaking processes to create works of art (e.g. monoprints, collographs, Styrofoam prints, editions).</p> <p>c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage).</p> <p>d. Develop and apply an understanding of color schemes to create works of art.</p> <p>e. Use spatial concepts to create works of art (e.g. foreground, middle ground, background, size, placement, detail).</p> <p><u>VA3.CR.4</u> Understand and apply media, techniques, processes, and concepts of three dimensional art.</p> <p>a. Create sculpture using a variety of methods.</p> <p><u>VA3.PR.1</u> Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.</p> <p>b. Choose works of art to be displayed based on thoughtful reflection</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
4th	English Language Arts Standards: <u>Reading Informational Text, Speaking and Listening, & Writing</u>		
	<p><u>CCSS.ELA-LITERACY.RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><u>CCSS.ELA-LITERACY.RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><u>CCSS.ELA-LITERACY.RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>CCSS.ELA-LITERACY.SL.4.5</u> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>CCSS.ELA-LITERACY.W.4.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
4th			<p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><u>CCSS.ELA-LITERACY.W.4.2</u></p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>CCSS.ELA-LITERACY.W.4.3</u></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
4th			<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>CCSS.ELA-LITERACY.W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-LITERACY.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><u>CCSS.ELA-LITERACY.W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
4th	<u>4th Grade Georgia Performance Standards for Visual Arts</u>		
	<p><u>VA4.CR.1</u> Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.</p> <p>c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).</p> <p><u>VA4.RE.1</u> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.</p> <p>b. Explain how selected elements and principles of design are used in works of art to convey meaning.</p> <p>c. Use a variety of approaches to engage in verbal and/or written art criticism.</p> <p>d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.</p>	<p><u>VA3.RE.1</u> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p><u>VA4.RE.1</u> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.</p> <p>b. Explain how selected elements and principles of design are used in works of art to convey meaning.</p> <p>c. Use a variety of approaches to engage in verbal and/or written art criticism.</p>	<p><u>VA4.CR.1</u> Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.</p> <p>b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.</p> <p>c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).</p> <p><u>VA4.CR.2</u> Create works of art based on selected themes.</p> <p>a. Create original works of art that communicate values, opinions, and/or feelings.</p> <p>b. Create works of art emphasizing multiple elements of art and/or principles of design.</p> <p>c. Create representational works of art from direct observation (e.g. landscape, still life, portrait).</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
			<p><u>VA4.CR.3</u> Understand and apply media, techniques, processes, and concepts of two dimensional art.</p> <p>a. Apply drawing and painting techniques with a variety of media (e.g. pencil, crayon, pastel, watercolor, acrylic).</p> <p>c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage, available technology).</p> <p><u>VA4.CR.4</u> Understand and apply media, techniques, processes, and concepts of three dimensional art.</p> <p>b. Create open or closed form sculptures using selected methods/ techniques (e.g. papiermâché, paper sculpture, assemblage, found object sculpture).</p> <p><u>VA4.PR.1</u> Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.</p> <p>b. Choose works of art to be displayed based on thoughtful reflection created a work of art.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
			<p><u>VA4.RE.1</u></p> <p>Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who</p> <p>b. Explain how selected elements and principles of design are used in works of art to convey meaning.</p> <p>c. Use a variety of approaches to engage in verbal and/or written art criticism.</p> <p>d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
5th	English Language Arts Standards: <u>Reading Informational Text, Speaking and Listening, & Writing</u>		
	<p><u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>CCSS.ELA-LITERACY.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.SL.5.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><u>CCSS.ELA-LITERACY.SL.5.4</u> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>CCSS.ELA-LITERACY.SL.5.5</u> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
			<p><u>CCSS.ELA-LITERACY.W.5.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><u>CCSS.ELA-LITERACY.W.5.2</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
			<p>d. Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>CCSS.ELA-LITERACY.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-LITERACY.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><u>CCSS.ELA-LITERACY.W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
5th	<u>5th Grade Georgia Performance Standards for Visual Arts</u>		
	<p><u>VA5.CR.1</u> Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.</p> <p><u>VA5.RE.1</u> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.</p> <p>b. Explain how selected elements and principles of design are used in works of art to convey meaning.</p> <p>c. Use a variety of approaches to engage in verbal and/or written art criticism.</p>	<p><u>VA5CN.1</u> Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>c. Discuss how social, political, and/or cultural events inspire art.</p> <p>d. Recognize how art can be used to inform or change beliefs, values, or behaviors in an individual or society.</p> <p>e. Investigate ways in which professional artists contribute to the development of their communities (e.g., architects, painters, photographers, interior and fashion designers, educators, museum educators).</p> <p><u>VA5.RE.1</u> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.</p> <p>b. Explain how selected elements and principles of design are used in works of art to convey meaning.</p> <p>verbal and/or written art criticism.</p>	<p><u>VA5.CR.2</u> Create works of art based on selected themes.</p> <p>a. Create original works of art that communicate values, opinions, and feelings.</p> <p>b. Create works of art emphasizing multiple elements of art and/or principles of design.</p> <p>d. Create works of art inspired by historical, contemporary, and/or social events.</p> <p><u>VA5.CR.3</u> Understand and apply media, techniques, processes, and concepts of two dimensional art.</p> <p>a. Refine drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).</p> <p>c. Utilize a variety of materials in creative ways to make works of art (e.g. mixed-media, collage, or use of available technology).</p> <p><u>VA5.CR.4</u> Understand and apply media, techniques, processes, and concepts of three dimensional works of art.</p> <p>b. Create sculpture that demonstrates a design concept using a variety of methods (e.g. papier-mâché, paper sculpture, assemblage, found object sculpture).</p>

Elementary Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
5th		Use a variety of approaches to engage in verbal and/or written art criticism.	<p><u>VA5.PR.1</u> Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>a. Prepare works of art for exhibition with signature, title, and artist statement.</p> <p>b. Choose works of art to be displayed based on reflection and designated criteria.</p> <p><u>VA5.RE.1</u> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.</p> <p>b. Explain how selected elements and principles of design are used in works of art to convey meaning.</p> <p>c. Use a variety of approaches to engage in verbal and/or written art criticism.</p> <p>d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.</p>

MIDDLE

SCHOOL SKILL-BASED STANDARDS



Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
6th	<u>6th-8th Grade History/Social Studies Reading Comprehension, 6th Grade Speaking and Listening, & 6th-8th Grade History/Social Studies Writing</u>		
	<p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.2</u> 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><u>CCSS.ELA-LITERACY.RH.6-8.4</u> 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><u>CCSS.ELA-LITERACY.RH.6-8.6</u> 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><u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><u>CCSS.ELA-LITERACY.SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><u>CCSS.ELA-LITERACY.SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><u>CCSS.ELA-LITERACY.SL.6.2</u> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
6th	<p><u>CCSS.ELA-LITERACY.RH.6-8.9</u> Analyze the relationship between a primary and secondary source on the same topic.</p>		<p><u>CCSS.ELA-LITERACY.SL.6.4</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>CCSS.ELA-LITERACY.SL.6.5</u> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.1</u> Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
6th			<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.2</u> Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
6th			<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.6</u> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.7</u> 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><u>CCSS.ELA-LITERACY.WHST.6-8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
6th			<p><u>CCSS.ELA-LITERACY.WHST.6-8.9</u></p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
6th	<u>6th Grade Georgia Performance Standards for Visual Arts</u>		
	<p><u>VA6.CR.1</u> Visualize and generate ideas for creating works of art.</p> <p>a. Visualize new ideas by using mental and visual imagery.</p> <p>b. Explore essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</p> <p>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</p> <p><u>VA6.CR.6</u> Keep an ongoing visual and verbal record to explore and develop works of art.</p> <p>a. Collect and explore inspirational images, words, thoughts, and ideas.</p>	<p><u>VA6.CR.6</u> Keep an ongoing visual and verbal record to explore and develop works of art.</p> <p>a. Collect and explore inspirational images, words, thoughts, and ideas.</p> <p>b. Maintain instructional information,</p> <p><u>VA6.RE.1</u> Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Identify how the issues of time, place, and culture are reflected in selected works of art.</p> <p>b. Interpret works or art considering themes, ideas, moods, and/or intentions.</p> <p>c. Define where and how we encounter images in our daily lives and how images influence our view of the world.</p> <p><u>VA6.RE.2</u> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>b. Use the language of art to identify how meaning is conveyed in works of art.</p> <p>c. Describe and analyze the aesthetic qualities of specific works of art.</p>	<p><u>VA6.CR.1</u> Visualize and generate ideas for creating works of art.</p> <p>a. Visualize new ideas by using mental and visual imagery.</p> <p>b. Explore essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration –direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</p> <p>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</p> <p><u>VA6.CR.2</u> Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
6th	<p>b. Maintain instructional information, consult resources, and create notes.</p> <p>b. Maintain instructional information, consult resources, and create notes. d. Compose preliminary sketches and drafts.</p> <p><u>VA6.RE.1</u> Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Identify how the issues of time, place, and culture are reflected in selected works of art.</p> <p>b. Interpret works or art considering themes, ideas, moods, and/or intentions.</p> <p>c. Define where and how we encounter images in our daily lives and how images influence our view of the world.</p> <p><u>VA6.RE.2</u> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>b. Use the language of art to identify how meaning is conveyed in works of art.</p> <p>c. Describe and analyze the aesthetic qualities of specific works of art.</p>	<p><u>VA6.CN.1</u> Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p> <p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</p> <p><u>VA6.CN.2</u> Develop life skills through the study and production of art.</p> <p>a. Investigate and develop art skills and habits of mind that support a variety of careers (e.g. higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity).</p> <p><u>VA6.CN.3</u> Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p> <p>a. Recognize the presence and meaning of visual art in the community.</p>	<p>materials, collage materials, media arts).</p> <p>b. Produce three-dimensional works of art using a variety of media/materials (e.g. clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</p> <p>c. Use technology in the production of original works of art.</p> <p>d. Produce works of art that represent a range of intentions (e.g. realistic, abstract, nonobjective).</p> <p><u>VA6.CR.3</u> Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p> <p>a. Demonstrate a variety of skills and techniques for two-dimensional and three dimensional works of art.</p> <p><u>VA6.PR.1</u> Plan, prepare, and present completed works of art.</p> <p>a. Participate in art exhibits in the school, local community, and/or online.</p> <p>b. Write an artist statement by reflecting on finished works of art.</p> <p>c. Develop and maintain a portfolio of works of art.</p> <p><u>VA6.RE.3</u> Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Write responses to works of art through various approaches.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
6th	<p><u>VA6.RE.3</u> Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Write responses to works of art through various approaches.</p> <p><u>VA6.CN.1</u> Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p> <p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</p> <p><u>VA6.CN.2</u> Develop life skills through the study and production of art.</p> <p>a. Investigate and develop art skills and habits of mind that support a variety of careers (e.g. higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity).</p>	<p>b. Explore the connection between personal artistic creation and one's relationship to local and global learning communities.</p> <p>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p>	<p><u>VA6.RE.2</u> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>b. Use the language of art to identify how meaning is conveyed in works of art.</p> <p>c. Describe and analyze the aesthetic qualities of specific works of art.</p> <p><u>VA6.CN.3</u> Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p> <p>a. Recognize the presence and meaning of visual art in the community.</p> <p>b. Explore the connection between personal artistic creation and one's relationship to local and global learning communities.</p> <p>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
6th	<p><u>VA6.CN.3</u></p> <p>Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p> <p>a. Recognize the presence and meaning of visual art in the community.</p> <p>b. Explore the connection between personal artistic creation and one’s relationship to local and global learning communities.</p> <p>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p>		

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
7th	6th–8th Grade History/Social Studies Reading Comprehension, 7th Grade Speaking and Listening, 6th–8th Grade History/Social Studies Writing		
	<p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.2</u> 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><u>CCSS.ELA-LITERACY.RH.6-8.4</u> 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><u>CCSS.ELA-LITERACY.RH.6-8.6</u> 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><u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><u>CCSS.ELA-LITERACY.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.1</u> Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
7th	<p><u>CCSS.ELA-LITERACY RH.6-8.9</u></p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>		<p><u>CCSS.ELA-LITERACY WHST.6-8.2</u></p> <p>Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
7th			<p><u>CCSS.ELA-LITERACY.WHST.6-8.6</u> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.7</u> 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><u>CCSS.ELA-LITERACY.WHST.6-8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
7th			<p><u>CCSS.ELA-LITERACY.WHST.6-8.9</u> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
7th			<p><u>CCSS.ELA-LITERACY.SL.7.2</u> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><u>CCSS.ELA-LITERACY.SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>CCSS.ELA-LITERACY.SL.7.5</u> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
7th	<u>7th Grade Georgia Performance Standards for Visual Arts</u>		
	<p><u>VA7.CR.1</u> Visualize and generate ideas for creating works of art.</p> <p>a. Visualize and connect new ideas using mental and visual imagery.</p> <p>b. Interpret essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration—direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</p> <p>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</p> <p><u>VA7.CN.1</u> Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p>	<p><u>VA7.CR.1</u> Visualize and generate ideas for creating works of art.</p> <p>b. Interpret essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art</p> <p><u>VA7.CR.6</u> Keep an ongoing visual and verbal record to explore and develop works of art.</p> <p>a. Collect and explore inspirational images, words, thoughts, and ideas.</p> <p>b. Maintain instructional information, consult resources, and create notes.</p> <p><u>VA7.CN.1</u> Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p>	<p><u>VA7.CR.1</u> Visualize and generate ideas for creating works of art.</p> <p>a. Visualize and connect new ideas using mental and visual imagery.</p> <p>b. Interpret essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration—direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</p> <p><u>VA7.CR.2</u> Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage material, media arts).</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
7th	<p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p> <p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</p> <p><u>VA7.CN.3</u> Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p> <p>a. Examine the presence and meaning of visual art in the community.</p> <p>b. Describe the connection between personal artistic creation and one's relationship to local and global learning communities.</p> <p>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p>	<p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</p> <p><u>VA7.CN.3</u> Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p> <p>a. Examine the presence and meaning of visual art in the community.</p> <p>b. Describe the connection between personal artistic creation and one's relationship to local and global learning communities.</p> <p>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p> <p><u>VA7.RE.2</u> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>a. Engage in supportive peer review through formal and informal assessment and idea development.</p> <p>b. Use the language of art to identify how meaning is conveyed in works of art.</p> <p>c. Describe and analyze the aesthetic qualities of specific works of art.</p>	<p>b. Produce three-dimensional artworks using a variety of media/materials (e.g. clay, papiermâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</p> <p>c. Use technology in the production of original works of art.</p> <p>d. Produce works of art that demonstrate awareness of a range of intentions (e.g. realistic, abstract, non-objective).</p> <p><u>VA7.CR.3</u> Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p> <p>a. Demonstrate a variety of skills and techniques for two-dimensional and three dimensional works of art.</p> <p><u>VA7.CR.4</u> Incorporate formal and informal components to create works of art.</p> <p>b. Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
7th		<p><u>VA7.RE.3</u> Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Write responses to works of art through various approaches.</p>	<p><u>VA7.CR.6</u> Keep an ongoing visual and verbal record to explore and develop works of art.</p> <p>a. Collect and explore inspirational images, words, thoughts, and ideas.</p> <p>b. Maintain instructional information, consult resources, and create notes.</p> <p>c. Practice techniques using a variety of media and tools.</p> <p>d. Compose preliminary sketches and drafts.</p> <p><u>VA7.PR.1</u> Plan, prepare, and present completed works of art.</p> <p>a. Participate in art exhibits in the school, local community, and/or online.</p> <p>b. Write an artist statement by reflecting on finished works of art.</p> <p><u>VA7.RE.1</u> Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Identify how the issues of time, place, and culture are reflected in selected works of art.</p> <p>b. Interpret works of art considering themes, ideas, moods, and/or intentions.</p> <p>c. Define where and how we encounter images in our daily lives and how images influence our view of the world.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
7th			<p><u>VA7.RE.2</u> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>a. Engage in supportive peer review through formal and informal assessment and idea development.</p> <p>b. Use the language of art to identify how meaning is conveyed in works of art.</p> <p>c. Describe and analyze the aesthetic qualities of specific works of art.</p> <p><u>VA7.RE.3</u> Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Write responses to works of art through various approaches.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th	6th–8th Grade History/Social Studies Reading Comprehension , 7th Grade Speaking and Listening , 6th–8th Grade History/Social Studies Writing		
	<p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>CCCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th	<p><u>CCSS.ELA-LITERACY.RH.6-8.9</u></p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>	<p><u>CCSS.ELA-LITERACY.SL.8.2</u></p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>.</p>	<p><u>CCSS.ELA-LITERACY.WHST.6-8.2</u></p> <p>Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e.Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th			<p><u>CCSS.ELA-LITERACY.WHST.6-8.6</u> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.7</u> 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><u>CCSS.ELA-LITERACY.WHST.6-8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.9</u> Draw evidence from informational texts to support analysis, reflection, and research.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th			<p><u>CCSS.ELA-LITERACY.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th			<p><u>CCSS.ELA-LITERACY.SL.8.2</u> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><u>CCSS.ELA-LITERACY.SL.8.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>CCSS.ELA-LITERACY.SL.8.5</u> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th	<u>8th Grade Georgia Performance Standards for Visual Arts</u>		
	<p><u>VA8.CR.1</u> Visualize and generate ideas for creating works of art.</p> <p>a. Use mental and visual imagery to visualize and connect new ideas to establish personal artistic voice.</p> <p>b. Investigate essential questions, big ideas, and/or themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration—moods, feelings, self-perception, memory, imagination, fantasy; external inspiration—direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources to develop a point of view (e.g. imagination, personal experience, social and academic interests).</p> <p>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</p> <p><u>VA8.CR.6</u> Keep an ongoing visual and verbal record to explore and develop works of art.</p>	<p><u>VA8.CR.1</u> Visualize and generate ideas for creating works of art.</p> <p>a. Use mental and visual imagery to visualize and connect new ideas to establish personal artistic voice.</p> <p>b. Investigate essential questions, big ideas, and/or themes in</p> <p><u>VA8.CR.6</u> Keep an ongoing visual and verbal record to explore and develop works of art.</p> <p>a. Collect and explore inspirational images, words, thoughts, and ideas.</p> <p>b. Maintain instructional information, consult resources, and create notes.</p> <p>d. Compose preliminary sketches and drafts.</p> <p><u>VA8.RE.1</u> Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Interpret how the issues of time, place, and culture are reflected in selected works of art.</p> <p>b. Interpret and critique works of art considering themes, ideas, moods, and/or intentions.</p> <p>c. Analyze where and how we encounter images in our daily lives and how images influence our view of the world.</p>	<p><u>VA8.CR.2</u> Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Produce original two-dimensional artworks using a variety of media (e.g. pencil, markers, pastel, paint, printmaking materials, collage materials, media arts).</p> <p>b. Produce three-dimensional artworks using a variety of media/materials (e.g. clay, papiermâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</p> <p>c. Use technology in the production of original works of art.</p> <p>d. Produce works of art that demonstrate understanding of a range of intentions (e.g. realistic, abstract, non-objective).</p> <p><u>VA8.CR.3</u> Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p> <p>a. Demonstrate a variety of skills and techniques for two-dimensional and three dimensional works of art.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th	<p>a. Collect and explore inspirational images</p> <p>b. Maintain instructional information, consult resources, and create notes..</p> <p>d. Compose preliminary sketches and drafts.</p> <p><u>VA8.RE.1</u> Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Interpret how the issues of time, place, and culture are reflected in selected works of art.</p> <p>b. Interpret and critique works of art considering themes, ideas, moods, and/or intentions.</p> <p>c. Analyze where and how we encounter images in our daily lives and how images influence our view of the world.</p> <p><u>VA8.RE.2</u> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>b. Use the language of art to assess how meaning is conveyed in works of art.</p> <p>c. Evaluate and express a position regarding the aesthetic value of specific works of art.</p> <p><u>VA8.RE.3</u> Engage in the process of art criticism to make meaning and increase visual literacy.</p>	<p><u>VA8.RE.2</u> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>b. Use the language of art to assess how meaning is conveyed in works of art.</p> <p>c. Evaluate and express a position regarding the aesthetic value of specific works of art.</p> <p><u>VA8.RE.3</u> Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Write responses to works of art through various approaches</p> <p><u>VA8.CN.1</u> Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p> <p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of artworks.</p>	<p><u>VA8.CR.4</u> Incorporate formal and informal components to create works of art.</p> <p>b. Create works of art synthesizing a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</p> <p><u>VA8.CR.5</u> Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</p> <p>a. Discover, define, and solve visual problems independently through experimentation with ideas, materials, and techniques.</p> <p><u>VA8.CR.6</u> Keep an ongoing visual and verbal record to explore and develop works of art.</p> <p>a. Collect and explore inspirational images, words, thoughts, and ideas.</p> <p>b. Maintain instructional information, consult resources, and create notes.</p> <p>c. Practice techniques using a variety of media and tools.</p> <p>d. Compose preliminary sketches and drafts.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th	<p>a. Write responses to works of art through various approaches</p> <p><u>VA8.CN.1</u> Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p> <p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of artworks.</p> <p><u>VA8.CN.3</u> Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p> <p>a. Examine and evaluate the presence and meaning of visual art in the community.</p> <p>b. Analyze the connection between personal artistic creation and one's relationship to local and global learning communities.</p> <p>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning</p>	<p><u>VA8.CN.3</u> Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p> <p>a. Examine and evaluate the presence and meaning of visual art in the community.</p> <p>b. Analyze the connection between personal artistic creation and one's relationship to local and global learning communities.</p> <p>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p>	<p><u>VA8.PR.1</u> Plan, prepare, and present completed works of art.</p> <p>a. Participate in art exhibits in the school, local community, and/or online.</p> <p>b. Write an artist statement by reflecting on finished works of art.</p> <p><u>VA8.RE.1</u> Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Interpret how the issues of time, place, and culture are reflected in selected works of art.</p> <p>b. Interpret and critique works of art considering themes, ideas, moods, and/or intentions.</p> <p>c. Analyze where and how we encounter images in our daily lives and how images influence our view of the world.</p> <p><u>VA8.RE.2</u> Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>b. Use the language of art to assess how meaning is conveyed in works of art.</p> <p>c. Evaluate and express a position regarding the aesthetic value of specific works of art.</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th			<p><u>VA8.RE.3</u> Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Write responses to works of art through various approaches</p> <p><u>VA8.CN.1</u> Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p> <p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of artworks.</p> <p><u>VA8.CN.2</u> Develop life skills through the study and production of art.</p> <p>a. Demonstrate proficiency in art skills and habits of mind that support a variety of careers (e.g. higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, and creativity).</p>

Middle School (6–8) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
8th			<p>b. Draw personal conclusions about how the study of art benefits one's future as a vocation or avocation.</p> <p><u>VA8.CN.3</u> Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p> <p>a. Examine and evaluate the presence and meaning of visual art in the community.</p> <p>b. Analyze the connection between personal artistic creation and one's relationship to local and global learning communities.</p> <p>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning</p>

HIGH SCHOOL SKILL-BASED STANDARDS



High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
9th–10th	9th & 10th History/Social Studies Reading Comprehension and Writing, Speaking and Listening, & English Language Arts Writing		
	<p><u>CCSS.ELA-LITERACY.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.8</u> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.8</u> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.9</u> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>

High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
9th–10th	<p><u>CCSS.ELA-LITERACY.RH.9-10.9</u></p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><u>CCSS.ELA-LITERACY.SL.9-10.1</u></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>

High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
9th-10th			<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)</p>

High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
9th-10th			<p><u>CCSS.ELA-LITERACY.WHST.9-10.1</u></p> <p>Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>

High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
9th-10th			<p><u>CCSS.ELA-LITERACY.WHST.9-10.2</u></p> <p>Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
9th–10th			<p>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).</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.6</u> 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.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.7</u> 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.</p>

High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
9th-10th			<p><u>CCSS.ELA-LITERACY.WHST.9-10.8</u> 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.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.9</u> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>

High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
11th–12th	<u>11th–12th History/Social Studies Reading Comprehension and Writing, Speaking and Listening, & English Language Arts Writing</u>		
	<p><u>CCSS.ELA-LITERACY.RH.11-12.1</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.4</u> 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 faction in Federalist No. 10).</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> 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.</p>	<p><u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	

High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
	<p><u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><u>CCSS.ELA-LITERACY.RH.11-12.1</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.4</u> 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 faction in Federalist No. 10).</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> 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.</p>

High School (9–12) Skill-based Standards

Grade Level	Clue Book	Virtual Tour	Choice Board
			<p><u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. e. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

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			<p>f. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>g. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>h. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.2</u></p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>

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			<p><u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.6</u> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>

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			<p><u>CCSS.ELA-LITERACY.WHST.11-12.1</u></p> <p>Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Provide a concluding statement or section that follows from or supports the argument presented.</p>

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			<p><u>CCSS.ELA-LITERACY.WHST.11-12.2</u></p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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			<p>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.</p> <p>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).</p> <p><u>CCSS.ELA-LITERACY.WHST.11-12.6</u> 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.</p> <p><u>CCSS.ELA-LITERACY.WHST.11-12.7</u> 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.</p>

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			<p><u>CCSS.ELA-LITERACY.WHST.11-12.8</u> 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.</p> <p><u>CCSS.ELA-LITERACY.WHST.11-12.9</u> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>

SOCIAL- EMOTIONAL COMPETENCIES



Social Emotional Competencies

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Genially produced Clue Book	Virtual Tour	Flipgrid/ Choice Board
Self-Awareness Social Awareness Responsible Decision-making	Self-Management Social Awareness Self-Awareness	Relationship Skills Social Awareness Self-Awareness Responsible Decision-making

