



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

SOCIAL STUDIES

Georgia

Standards of Excellence (GSE)

History and Literature of the Old and New Testament

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History and Literature of the Old Testament

Course Preface:

Senate Bill 83 overview

Title 20 of the Official Code of Georgia Annotated, relating to education, is amended by revising Code Section 20-2-148, relating to elective courses in History and Literature of the Old and New Testament Eras in elementary and secondary education, as follows:

1. All public schools with grade nine or above may make available to eligible students in grades nine through an elective course in:
 - a. In the History and Literature of the Old Testament Era and an elective course in;
 - b. In the History and Literature of the New Testament Era;
 - c. On the Hebrew Scriptures, Old Testament of the Bible;
 - d. On the New Testament of the Bible; and
 - e. On the Hebrew Scriptures and the New Testament of the Bible.
2. The purpose of such courses shall be to:
 - a. accommodate the rights and desires of those teachers and students who wish to teach and study the Old and New Testaments and to
 - b. familiarize students with
 - i. the contents of the Old and New Testaments,
 - ii. the history recorded by the Old and New Testaments,
 - iii. the literary style and structure of the Old and New Testaments,
 - iv. the customs and cultures of the peoples and societies recorded in the Old and New Testaments,
 - v. and the influence of the Old and New Testaments upon law, history, government, literature, art, music, customs, morals, values, and culture.
 - vi. Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy;
 - vii. and familiarize students with, as applicable:
 1. The contents of the Hebrew Scriptures or New Testament;
 2. The history of the Hebrew Scriptures or New Testament;
 3. The literary style and structure of the Hebrew Scriptures or New Testament;
 4. and the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.
 - viii. The content standards for the courses shall:
 1. familiarize students with the customs and cultures of the times and places referred to in the Old and New Testaments.

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2. familiarize the students with the methods and tools of writing at the times the Old and New Testament books were written, the means by which they were preserved, the languages in which they were written and into which they were translated, and the historical and cultural events which led to the translation of the Old and New Testaments into the English language.
3. Designated Course Guidelines:
 - a. A student shall not be required to use a specific translation as the sole text of the Hebrew Scriptures or New Testament. It is, however, recommended that a student use a version of the Bible that is considered a literal translation for historical accuracy. Several examples have been provided within the teacher notes. Refer to 3g for further course recommendation.
 - b. The book or collection of books commonly known as the Old Testament shall be the basic text for the course in the History and Literature of the Old Testament Era,
 - c. The book or collection of books commonly known as the New Testament shall be the basic text for the course in the History and Literature of the New Testament Era.
 - d. Students may be assigned a range of reading materials for the courses, including selections from secular historical and cultural works and selections from other religious and cultural traditions. Teachers will want to ensure that such materials do not deviate from the intent of the course mission. This is not a comparative religions course.
 - e. The local board of education may recommend which version of the Old or New Testament may be used in the course; provided, however, that the teacher of the course shall not be required to adopt that recommendation but may use the recommended version or another version.
 - f. No student shall be required to use one version as the sole text of the Old or New Testament. If a student desires to use as the basic text a different version of the Old or New Testament from that chosen by the local board of education or teacher, he or she shall be permitted to do so.
 - g. Even though local board of education may recommend a specific version of the Old or New Testament and a student may choose to use a different version other than the recommended text, it is recommended that a single text be selected as the primary text for continuity of instruction and learning for the course.
 - h. The courses shall:
 - i. Be taught in an objective and nondevotional manner with no attempt made to indoctrinate students as to either the truth or falsity of the biblical materials or texts from other religious or cultural traditions.
 - ii. Not include teaching of religious doctrine or sectarian interpretation of the Bible or of texts from other religious or cultural traditions;

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- iii. and not disparage or encourage a commitment to a set of religious beliefs.
 - iv. See teaching notes for clarification on religious doctrine.
4. Personnel Guidelines:
- a. The provisions of this chapter relating to personnel employed by local units of administration, including without limitation certification requirements, employment, and supervision, shall apply to persons who teach the courses provided for in this section.
 - i. No person shall be assigned to teach such courses based in whole or in part on any religious test, profession of faith or lack thereof, prior or present religious affiliation or lack of affiliation, or criteria involving particular beliefs or lack thereof about the Bible.
 - ii. Except for these requirements, the qualifications and training of teachers shall be determined by the local boards of education.
5. A course offered under this Code section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in the school. A course under this Code section shall not endorse, favor, or promote, or disfavor or show hostility toward, any religion or nonreligious faith or religious perspective. The State Board of Education, in complying with this Code section, shall not violate any provision of the United States Constitution or federal law, the Georgia Constitution or any state law, or any administrative regulations of the United States Department of Education or the Georgia.

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| Historical Context – | | |
|--|--|---|
| <i>SSNT 1 Identify and analyze the significant historical events and individuals events contained within the Old Testament</i> | | |
| | Expectations | Evidence of Student Learning |
| 1.1 | Identify the authors of the books of the Old Testament. | Example <ul style="list-style-type: none"> • Moses • Daniel |
| 1.2 | Chronicle the major events and individuals within the Old Testament. | Example <ul style="list-style-type: none"> • The Flood and Noah • Solomon and the construction of the Temple |
| 1.3 | Describe the historical impact of significant individuals and events mentioned within the Old Testament. | Example <ul style="list-style-type: none"> • The life of Abraham and the establishment of the Jewish people. • The life of Moses and the implementation of the Law. |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

| Geography – Identify geographic/physical locations mentioned in the Old Testament and their association with the significant events of the era. | | |
|--|--|--|
| <i>SSNT 2: Identify and correlate geographic/physical locations with events and individuals significant Old Testament history.</i> | | |
| | Expectations | Evidence of Student Learning |
| 2.1 | Identify key locations associated with the writing of the Old Testament and describe their significance to identified events | Example: <ul style="list-style-type: none"> • Cities: Jerusalem, Babylon • Regions: Egypt, Kingdom of Judah, Kingdom of Israel • Physical: Red Sea, Mount Sinai |
| 2.2 | Identify and categorize the significant events of the Old Testament in relationship to their geographic location. | Example <ul style="list-style-type: none"> • Adam and Eve (Garden of Eden) • Political rise of Joseph (Egypt) • Esther (city of Susa) |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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| <i>Literature-Literary Composition, Style, Theme, and Narrative</i> | | |
|---|--|--|
| SSNT 3: Demonstrate an understanding of the major narratives, significant figures, and poetry contained in the Old Testament | | |
| | Expectations | Evidence of Student Learning |
| 3.1 | Explain the literary style and structure of the Old Testament. | Example <ul style="list-style-type: none"> • Parable, genealogy, narrative, law, letter, oratory, and prophecy |
| 3.2 | Describe various narrative and significant figures within the context of the customs and cultures of the times and places referenced in the Old Testament. | Example <ul style="list-style-type: none"> • Canaanite cultures • The Judges • Levite priest • Children of Israel and circumcision |
| 3.3 | Classify the books of the Old Testament with context of the Law, history, poetry and wisdom, the major prophets, and the minor prophets. | Example <ul style="list-style-type: none"> • Books of the Law: Genesis, Leviticus • Poetry/Wisdom: Job, Psalms, Proverbs • The Prophets: Isaiah, Ezekiel, Haggai |
| 3.4 | Identifies, analyzes and applies knowledge of structures, symbolism, motifs, and the use of language (e.g. diction, imagery, figurative language, alliteration) in biblical text | Example: <ul style="list-style-type: none"> • The names of God and their meaning • Yahweh—The Lord • .Jehovah Jireh---The Lord will provide • The Book of Psalms |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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| <i>Literature – Historical Context</i> | | |
|--|---|--|
| SSNT 4: Examine the oral and written languages and translations of the Old Testament | | |
| | Expectations | Evidence of Student Learning |
| 4.1 | Identify the languages in which the Old Testament was passed down and the languages in which it was translated. | Example <ul style="list-style-type: none"> • Hebrew • Greek • Latin |
| 4.2 | Describe the methods and tools used to create the Old Testament. | |
| 4.3 | Describe the challenges to the preservation of the Old Testament. | Example <ul style="list-style-type: none"> • Ancient writing materials: stone, animal skin, papyrus |
| 4.4 | Describe the role that technology has played in the dissemination of the Old Testament. | Example <ul style="list-style-type: none"> • The role of the printing press • The role of the internet |
| 4.5 | Reflects on the significance of translations on Old Testament text. | Example <ul style="list-style-type: none"> • The Ten Commandments |
| 4.6 | Examines, compares, and contrasts various translations of Old Testament text. | |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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| Historical Impact – Identify, describe, and analyze the impact of the New Testament on the fine arts. | | |
|---|--|--|
| SSNT 5: Analyze the impact of the New Testament on various cultures. | | |
| | Expectations | Evidence of Student Learning |
| 5.1 | Analyze the influences of the Old Testament on the art, music, poetry, and literature of the Roman Empire. | Example <ul style="list-style-type: none"> • Byzantine mosaic • Septuagint |
| 5.2 | Analyze the influences of the Old Testament on the art, music, poetry, and literature of the Middle Ages. | Example <ul style="list-style-type: none"> • Period from the 5th Century A.D. – 15th Century • Dante’s “<i>Divine Comedy</i>” • Gregorian Chant |
| 5.3 | Analyze the influences of the Old Testament on the art, music, poetry, and literature of the Early Modern era. | Example <ul style="list-style-type: none"> • Period from the late 15th Century – late 18th Century • This time period will include the Renaissance, Age of Discovery, and the Protestant Revolution • Work’s of Michelangelo • Sistine Chapel • <i>The Scarlet Letter</i> • David with the Head of Goliath by Caravaggio |
| 5.4 | Analyze the influences of the Old Testament on the art, music, poetry, and literature of the Late Modern era. | Example <ul style="list-style-type: none"> • Period from the 19th Century – 1945 • This time period will include the Age of Revolutions, the Industrial Revolution, the Victorian Era, and through the end of World War II. • Negro Spirituals • <i>Grapes of Wrath</i> by John Steinbeck |
| 5.5 | Analyze the influence of the Old Testament on contemporary art, music, poetry, and literature of the Contemporary Era. | Example <ul style="list-style-type: none"> • Period from 1945 – present day • Cecil B. DeMille’s Ten Commandments • Cecil B. DeMille’s Samson and Delilah • Noah’s Ark replica in Cleveland, Ohio. • Contemporary Christian music |
| 5.6 | Analyze the influence of technology on art, music, poetry, and literature associated with the Old Testament. | Example <ul style="list-style-type: none"> • Radio • TV • Film Industry • Internet • Recording industry |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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Historical Impact – Identify, describe, and analyze the Old Testament impact on societal governance systems and structures, law and culture

SSNT 6: Analyze the impact of the Old Testament has had on history, government, law, mores, oratory, and public policy.

| | Expectations | Evidence of Student Learning |
|-----|--|--|
| 6.1 | Examine the influence of the Old Testament on Roman society and culture. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Roman persecution and destruction of Jerusalem • Council of Nicaea • Reign of Constantine |
| 6.2 | Examine the influence of the Old Testament on society and culture of the Middle Ages. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Medieval Inquisition • Describe the influence of the Roman Catholic Church on society and government • The Seven Sacraments • Reign of Charlemagne • The Crusades |
| 6.3 | Examine the influence of the Old Testament on Early Modern era society and culture. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Heliocentrism vs Geocentrism • Roman Inquisition • U.S. Constitution |
| 6.4 | Examine the influence of the Old Testament on Late Modern era society and culture. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Temperance Movement • Anti-slavery Movement • Blue Laws • Scopes Monkey Trial |
| 6.5 | Examine the influence of the Old Testament on Contemporary society and culture. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Contemporary English idiom: Put words in my mouth—Jeremiah 1:9 • Blue Laws |
| 6.6 | Identify and describe the significant customs associated within the Old Testament era and associated societies. | <p>Example</p> <ul style="list-style-type: none"> • Rules regarding the Sabbath • Jewish Temple sacrifices • Eating customs and regulations |

Examples mentioned do not encompass the totality of the contextual content that may be used/covered.

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| <i>Historical Impact – United States History and Culture</i> | | |
|--|---|---|
| SSNT 7: Analyze the impact of the Old Testament on the United States regarding the nation’s founding, government, economic system, economic system, and moral code. | | |
| | Expectations | Evidence of Student Learning |
| 7.1 | Examine the influence of the Old Testament on the founding of the United States. | Example <ul style="list-style-type: none"> • Mayflower Compact • Colonial governance • Black Coat Regiment • Declaration of Independence |
| 7.2 | Examine the influence of the Old Testament on the creation of the United States. | Example <ul style="list-style-type: none"> • The Federalist Papers • The Constitutional Convention • The Bill of Rights • Founding Fathers |
| 7.3 | Examine the influence of the Old Testament on the economic system of the United States. | Example <ul style="list-style-type: none"> • Colonial structure (Jamestown, Plymouth) • Capitalism |
| 7.4 | Examine the influence of the Old Testament on the historical moral code within the United States. | Example <ul style="list-style-type: none"> • Federal/State/Local law and ordinance • Blue Laws • Public/Social Reform Movements • Civil Rights Movement |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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TEACHING NOTES:

Bible Selection:

For those wishing for a literal translation of the Scripture, the following may be considered:

- Word-for-word (e.g., KJV, NKJV, NASB, ESV)
- Thought-for-thought (NIV). A student should be free to choose a translation if it is just that – a translation of the text they are studying
- There are many free translations as well on apps such as YouVersion.
- The Gideons (www.gideons.org) hand out free Bibles if a student wishes to use one of their translations. This may be a source for text should and individual have need.

Religious Doctrine:

- As the Bible is a religious text, students will be exposed religious doctrine and belief.
- For example, when Moses gave the Decalogue (Exodus 20) to the Hebrew people, it was obvious that document included religious principles, not merely moral code. The first four commandments are commandments demanded of humans and their God. Obviously, in order to be fair to Jewish history, the instructor will need to explain the Ten Commandments which are the basis for Jewish faith.
- While the course will discuss religious beliefs as a part of history and interpretation, the instructor shall not proselytize students in the process of teaching the content of the Bible.”

Course Instruction:

- Students may be assigned a range of reading materials for the courses, including selections from secular historical and cultural works and selections from other religious and cultural traditions. The course itself is on the historical, literary, and geographical study of the Bible. Instructors will want to ensure that the mission of the course remains true to the intent and does not become a study of comparative religions.
- All districts should seek to obtain the most highly qualified teacher for any course taught. Instructors that have no less than a bachelor’s degree in divinity/religion should receive strong consideration where possible. This is not a requirement as this decision is solely left up to the local board of education.

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Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

| Map and Globe Skills | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| 1. use a compass rose to identify cardinal directions | I | M | A | A | A | A | A | A | A | A |
| 2. use intermediate directions | | I | M | A | A | A | A | A | A | A |
| 3. use a letter/number grid system to determine location | | | I | M | A | A | A | A | A | A |
| 4. compare and contrast the categories of natural, cultural, and political features found on maps | | | I | M | A | A | A | A | A | A |
| 5. use graphic scales to determine distances on a map | | | | | I | M | A | A | A | A |
| 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps | | | I | D | M | A | A | A | A | A |
| 7. use a map to explain impact of geography on historical and current events | | I | D | D | M | A | A | A | A | A |
| 8. draw conclusions and make generalizations based on information from maps | | | | I | M | A | A | A | A | A |
| 9. use latitude and longitude to determine location | | | | I | D | D | D | M | A | A |
| 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities | | | | | I | M | A | A | A | A |
| 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations | | | | | I | M | A | A | A | A |
| 12. use geographic technology and software to determine changes, identify trends, and generalize about human activities | | | | | | | | | | I |

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Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

| Information Processing Skills | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| 1. compare similarities and differences | I | D | M | A | A | A | A | A | A | A |
| 2. organize items chronologically | I | D | D | M | A | A | A | A | A | A |
| 3. identify issues and/or problems and alternative solutions | I | D | D | D | D | M | A | A | A | A |
| 4. distinguish between fact and opinion | | I | D | M | A | A | A | A | A | A |
| 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context | | I | D | D | M | A | A | A | A | A |
| 6. identify and use primary and secondary sources | | I | D | D | M | A | A | A | A | A |
| 7. interpret timelines, charts, and tables | | I | D | D | M | A | A | A | A | A |
| 8. identify social studies reference resources to use for a specific purpose | | | I | M | A | A | A | A | A | A |
| 9. construct charts and tables | | | I | M | A | A | A | A | A | A |
| 10. analyze artifacts | | | I | D | D | M | A | A | A | A |
| 11. draw conclusions and make generalizations | | | | I | M | A | A | A | A | A |
| 12. analyze graphs and diagrams | | | | I | D | M | A | A | A | A |
| 13. translate dates into centuries, eras, or ages | | | | I | D | M | A | A | A | A |
| 14. formulate appropriate research questions | | | | | I | M | A | A | A | A |
| 15. determine adequacy and/or relevancy of information | | | | | I | M | A | A | A | A |
| 16. check for consistency of information | | | | | I | M | A | A | A | A |
| 17. interpret political cartoons | | | | | I | D | D | D | M | A |

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Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

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

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| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST) |
|--|
| ➤ Text Types and Purposes |
| L9-10WHST1: Write arguments focused on <i>discipline-specific content</i> . |
| a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. |
| c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. Provide a concluding statement or section that follows from or supports the argument presented. |
| L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |
| d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |
| e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| L9-10WHST3: (See note; not applicable as a separate requirement) |
| ➤ Production and Distribution of Writing |
| L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| L9-10WHST6: 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. |
| ➤ Research to Build and Present Knowledge |
| L9-10WHST7: 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. |
| L9-10WHST8: 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. |
| L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research. |
| ➤ Range of Writing |
| L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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

*This document continues on the next page with writing standards

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| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST) |
|---|
| ➤ Text Types and Purposes |
| L11-12WHST1: Write arguments focused on <i>discipline-specific content</i> . |
| a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. |
| c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. Provide a concluding statement or section that follows from or supports the argument presented. |
| L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. |
| e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| L11-12WHST3: (See note; not applicable as a separate requirement) |
| ➤ Production and Distribution of Writing |
| L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| L11-12WHST6: 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. |
| ➤ Research to Build and Present Knowledge |
| L11-12WHST7: 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. |
| L11-12WHST8: 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. |
| L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research. |
| ➤ Range of Writing |
| L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

History and Literature of the New Testament

Course Preface:

Senate Bill 83 overview

Title 20 of the Official Code of Georgia Annotated, relating to education, is amended by revising Code Section 20-2-148, relating to elective courses in History and Literature of the Old and New Testament Eras in elementary and secondary education, as follows:

1. All public schools with grade nine or above may make available to eligible students in grades nine through an elective course in:
 - a. In the History and Literature of the Old Testament Era and an elective course in;
 - b. In the History and Literature of the New Testament Era;
 - c. On the Hebrew Scriptures, Old Testament of the Bible;
 - d. On the New Testament of the Bible; and
 - e. On the Hebrew Scriptures and the New Testament of the Bible.
2. The purpose of such courses shall be to:
 - a. accommodate the rights and desires of those teachers and students who wish to teach and study the Old and New Testaments and to
 - b. familiarize students with
 - i. the contents of the Old and New Testaments,
 - ii. the history recorded by the Old and New Testaments,
 - iii. the literary style and structure of the Old and New Testaments,
 - iv. the customs and cultures of the peoples and societies recorded in the Old and New Testaments,
 - v. and the influence of the Old and New Testaments upon law, history, government, literature, art, music, customs, morals, values, and culture.
 - vi. Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy;
 - vii. and familiarize students with, as applicable:
 1. The contents of the Hebrew Scriptures or New Testament;
 2. The history of the Hebrew Scriptures or New Testament;
 3. The literary style and structure of the Hebrew Scriptures or New Testament;
 4. and the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.
 - viii. The content standards for the courses shall:
 1. familiarize students with the customs and cultures of the times and places referred to in the Old and New Testaments.

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2. familiarize the students with the methods and tools of writing at the times the Old and New Testament books were written, the means by which they were preserved, the languages in which they were written and into which they were translated, and the historical and cultural events which led to the translation of the Old and New Testaments into the English language.
3. Designated Course Guidelines:
 - a. A student shall not be required to use a specific translation as the sole text of the Hebrew Scriptures or New Testament. It is, however, recommended that a student use a version of the Bible that is considered a literal translation for historical accuracy. Several examples have been provided within the teacher notes. Refer to 3g for further course recommendation.
 - b. The book or collection of books commonly known as the Old Testament shall be the basic text for the course in the History and Literature of the Old Testament Era,
 - c. The book or collection of books commonly known as the New Testament shall be the basic text for the course in the History and Literature of the New Testament Era.
 - d. Students may be assigned a range of reading materials for the courses, including selections from secular historical and cultural works and selections from other religious and cultural traditions. Teachers will want to ensure that such materials do not deviate from the intent of the course mission. This is not a comparative religions course.
 - e. The local board of education may recommend which version of the Old or New Testament may be used in the course; provided, however, that the teacher of the course shall not be required to adopt that recommendation but may use the recommended version or another version.
 - f. No student shall be required to use one version as the sole text of the Old or New Testament. If a student desires to use as the basic text a different version of the Old or New Testament from that chosen by the local board of education or teacher, he or she shall be permitted to do so.
 - g. Even though local board of education may recommend a specific version of the Old or New Testament and a student may choose to use a different version other than the recommended text, it is recommended that a single text be selected as the primary text for continuity of instruction and learning for the course.
 - h. The courses shall:
 - i. Be taught in an objective and nondevotional manner with no attempt made to indoctrinate students as to either the truth or falsity of the biblical materials or texts from other religious or cultural traditions.
 - ii. Not include teaching of religious doctrine or sectarian interpretation of the Bible or of texts from other religious or cultural traditions;

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- iii. and not disparage or encourage a commitment to a set of religious beliefs.
 - iv. See teaching notes for clarification on religious doctrine.
4. Personnel Guidelines:
- a. The provisions of this chapter relating to personnel employed by local units of administration, including without limitation certification requirements, employment, and supervision, shall apply to persons who teach the courses provided for in this section.
 - i. No person shall be assigned to teach such courses based in whole or in part on any religious test, profession of faith or lack thereof, prior or present religious affiliation or lack of affiliation, or criteria involving particular beliefs or lack thereof about the Bible.
 - ii. Except for these requirements, the qualifications and training of teachers shall be determined by the local boards of education.
5. A course offered under this Code section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in the school. A course under this Code section shall not endorse, favor, or promote, or disfavor or show hostility toward, any religion or nonreligious faith or religious perspective. The State Board of Education, in complying with this Code section, shall not violate any provision of the United States Constitution or federal law, the Georgia Constitution or any state law, or any administrative regulations of the United States Department of Education or the Georgia.

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| Historical Context – | | |
|--|--|--|
| <i>SSNT 1 Identify and analyze the significant historical events and individuals events contained within the New Testament</i> | | |
| | Expectations | Evidence of Student Learning |
| 1.1 | Identify the authors of the books of the New Testament. | Example <ul style="list-style-type: none"> • Matthew • Paul |
| 1.2 | Chronicle the major events and individuals within the New Testament. | |
| 1.3 | Describe the historical impact of significant individuals and events mentioned within the New Testament. | Example <ul style="list-style-type: none"> • The life of Jesus and the composition of the New Testament. • The letters of Paul and the spread of the Christian religion. |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

| Geography – Identify geographic/physical locations mentioned in the New Testament and their association with the significant events of the era. | | |
|--|--|---|
| <i>SSNT 2: Identify and correlate geographical/physical locations with events and individuals significant to New Testament history.</i> | | |
| | Expectations | Evidence of Student Learning |
| 2.1 | Identify key locations associated with the writing of the New Testament and describe their significance to identified events | Example: <ul style="list-style-type: none"> • Cities: Jerusalem, Bethlehem, Rome, Athens, Corinth • Regions: Roman Empire, Samaria, Israel • Physical: Sea of Galilee, Mount of Olives |
| 2.2 | Identify and categorize the significant events of the New Testament in relationship to their geographic location. | Example <ul style="list-style-type: none"> • Birth of Jesus (Bethlehem) • Ministry and miracles of Jesus (Judea/Samaria) • Missionary journeys of Paul (Rome/Asia Minor) |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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| <i>Literature-Literary Composition, Style, Theme, and Narrative</i> | | |
|---|--|---|
| SSNT 3: Demonstrate an understanding of the major narratives, significant figures, and poetry contained in the New Testament | | |
| | Expectations | Evidence of Student Learning |
| 3.1 | Explain the literary style and structure of the New Testament. | Example <ul style="list-style-type: none"> • Parable, epistle, genealogy, narrative, law, letter, oratory, and prophecy |
| 3.2 | Describe various narrative and significant figures within the context of the customs and cultures of the times and places referenced in the New Testament. | Example <ul style="list-style-type: none"> • Pharisees • Sadducees • Tax Collector • Teacher/Rabbi |
| 3.3 | Classify the books of the New Testament with context of historical, letters/epistles, and prophecy. | Example <ul style="list-style-type: none"> • Historical: The Gospels • Letters: Galatians, James • Prophecy: Revelation |
| 3.4 | Identify and describe the significant customs associated within the New Testament era and associated societies. | Example <ul style="list-style-type: none"> • Rules regarding the Sabbath • Jewish Temple sacrifices • Eating customs and regulations |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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| <i>Literature – Historical Context</i> | | |
|--|---|--|
| SSNT 4: Examine the oral and written languages and translations of the New Testament | | |
| | Expectations | Evidence of Student Learning |
| 4.1 | Identify the languages in which the New Testament was passed down and the languages in which it was translated. | Example <ul style="list-style-type: none"> • Hebrew • Greek • Latin |
| 4.2 | Describe the methods and tools used to create the New Testament. | |
| 4.3 | Describe the challenges to the preservation of the New Testament. | Example <ul style="list-style-type: none"> • Dead Sea Scrolls |
| 4.4 | Describe the role that technology has played in the dissemination of the New Testament. | Example <ul style="list-style-type: none"> • The role of the printing press • The role of the internet |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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| Historical Impact – Identify, describe, and analyze the impact of the New Testament on the fine arts. | | |
|---|--|---|
| SSNT 5: Analyze the impact of the New Testament on various cultures. | | |
| | Expectations | Evidence of Student Learning |
| 5.1 | Analyze the influences of the New Testament on the art, music, poetry, and literature of the Roman Empire. | Example <ul style="list-style-type: none"> • Byzantine mosaic • Christian iconography |
| 5.2 | Analyze the influences of the New Testament on the art, music, poetry, and literature of the Middle Ages. | Example <ul style="list-style-type: none"> • Period from the 5th Century A.D. – 15th Century • Dante’s <i>“Divine Comedy”</i> • Gregorian Chant |
| 5.3 | Analyze the influences of the New Testament on the art, music, poetry, and literature of the Early Modern era. | Example <ul style="list-style-type: none"> • Period from the late 15th Century – late 18th Century • This time period will include the Renaissance, Age of Discovery, and the Protestant Revolution • Handel’s <i>Messiah</i> • Sistine Chapel • <i>The Scarlet Letter</i> • John Newton’s <i>Amazing Grace</i> |
| 5.4 | Analyze the influences of the New Testament on the art, music, poetry, and literature of the Late Modern era. | Example <ul style="list-style-type: none"> • Period from the 19th Century – 1945 • This time period will include the Age of Revolutions, the Industrial Revolution, the Victorian Era, and through the end of World War II. • Charlotte Elliot’s <i>Just As I Am</i> • <i>Christmas Cards</i> • Writings of Dwight L. Moody |
| 5.5 | Analyze the influence of the New Testament on contemporary art, music, poetry, and literature of the Contemporary Era. | Example <ul style="list-style-type: none"> • Period from 1945 – present day • Writings of C.S. Lewis • Contemporary Christian music |
| 5.6 | Analyze the influence of technology on art, music, poetry, and literature associated with the New Testament. | Example <ul style="list-style-type: none"> • Radio • TV • Internet • Recording industry |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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| | | |
|--|--|---|
| Historical Impact – Identify, describe, and analyze the New Testament impact on societal governance systems and structures, law and culture | | |
| SSNT 6: Analyze the impact of the New Testament on history, government, law, mores, oratory, and public policy. | | |
| | Expectations | Evidence of Student Learning |
| 6.1 | Examine the influence of the New Testament on Roman society and culture. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Roman persecution • Council of Nicaea • Reign of Constantine |
| 6.2 | Examine the influence of the New Testament on the society and culture of the Middle Ages. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Divine Right of Kings • Describe the influence of the Roman Catholic Church on society and government • Sale of Indulgences & the Seven Sacraments • Reign of Charlemagne • The Crusades |
| 6.3 | Examine the influence of the New Testament on Early Modern era society and culture. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Reign of Oliver Cromwell • Salem Witch Trials • Blue Laws • Declaration of Independence |
| 6.4 | Examine the influence of the New Testament on Late Modern era society and culture. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Temperance Movement • Anti-slavery Movement • Blue Laws |
| 6.5 | Examine the influence of the New Testament on Contemporary society and culture. This will include the history, government, law, mores, oratory, and public policy of the time. | <p>Example</p> <ul style="list-style-type: none"> • Public Law 100-307; National Day of Prayer • Religious Liberty legislation • Blue Laws |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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| <i>Historical Impact – United States History and Culture</i> | | |
|--|---|---|
| SSNT 7: Analyze the impact of the New Testament on the United States regarding the nation’s founding, government, economic system, economic system, and moral code. | | |
| | Expectations | Evidence of Student Learning |
| 7.1 | Examine the influence of the New Testament on the founding of the United States. | Example <ul style="list-style-type: none"> • Mayflower Compact • Colonial governance • Black Coat Regiment • Declaration of Independence |
| 7.2 | Examine the influence of the New Testament on the creation of the United States. | Example <ul style="list-style-type: none"> • The Federalist Papers • The Constitutional Convention • The Bill of Rights • Founding Fathers |
| 7.3 | Examine the influence of the New Testament on the economic system of the United States. | Example <ul style="list-style-type: none"> • Colonial structure (Jamestown, Plymouth) • Capitalism |
| 7.4 | Examine the influence of the New Testament on the historical moral code within the United States. | Example <ul style="list-style-type: none"> • Federal/State/Local law and ordinance • Blue Laws • Public/Social Reform Movements • Civil Rights Movement |
| Examples mentioned do not encompass the totality of the contextual content that may be used/covered. | | |

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TEACHING NOTES:

Bible Selection:

For those wishing for a literal translation of the Scripture, the following may be considered:

- Word-for-word (e.g., KJV, NKJV, NASB, ESV)
- Thought-for-thought (NIV). A student should be free to choose a translation if it is just that – a translation of the text they are studying
- There are many free translations as well on apps such as YouVersion.
- The Gideons (www.gideons.org) hand out free Bibles if a student wishes to use one of their translations. This may be a source for text should and individual have need.

Religious Doctrine:

- As the Bible is a religious text, students will be exposed religious doctrine and belief.
- For example, when Moses gave the Decalogue (Exodus 20) to the Hebrew people, it was obvious that document included religious principles, not merely moral code. The first four commandments are commandments demanded of humans and their God. Obviously, in order to be fair to Jewish history, the instructor will need to explain the Ten Commandments which are the basis for Jewish faith.
- While the course will discuss religious beliefs as a part of history and interpretation, the instructor shall not proselytize students in the process of teaching the content of the Bible.”

Course Instruction:

- Students may be assigned a range of reading materials for the courses, including selections from secular historical and cultural works and selections from other religious and cultural traditions. The course itself is on the historical, literary, and geographical study of the Bible. Instructors will want to ensure that the mission of the course remains true to the intent and does not become a study of comparative religions.
- All districts should seek to obtain the most highly qualified teacher for any course taught. Instructors that have no less than a bachelor’s degree in divinity/religion should receive strong consideration where possible. This is not a requirement as this decision is solely left up to the local board of education.

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Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

| Map and Globe Skills | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| 1. use a compass rose to identify cardinal directions | I | M | A | A | A | A | A | A | A | A |
| 2. use intermediate directions | | I | M | A | A | A | A | A | A | A |
| 3. use a letter/number grid system to determine location | | | I | M | A | A | A | A | A | A |
| 4. compare and contrast the categories of natural, cultural, and political features found on maps | | | I | M | A | A | A | A | A | A |
| 5. use graphic scales to determine distances on a map | | | | | I | M | A | A | A | A |
| 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps | | | I | D | M | A | A | A | A | A |
| 7. use a map to explain impact of geography on historical and current events | | I | D | D | M | A | A | A | A | A |
| 8. draw conclusions and make generalizations based on information from maps | | | | I | M | A | A | A | A | A |
| 9. use latitude and longitude to determine location | | | | I | D | D | D | M | A | A |
| 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities | | | | | I | M | A | A | A | A |
| 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations | | | | | I | M | A | A | A | A |
| 12. use geographic technology and software to determine changes, identify trends, and generalize about human activities | | | | | | | | | | I |

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Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

| Information Processing Skills | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| 1. compare similarities and differences | I | D | M | A | A | A | A | A | A | A |
| 2. organize items chronologically | I | D | D | M | A | A | A | A | A | A |
| 3. identify issues and/or problems and alternative solutions | I | D | D | D | D | M | A | A | A | A |
| 4. distinguish between fact and opinion | | I | D | M | A | A | A | A | A | A |
| 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context | | I | D | D | M | A | A | A | A | A |
| 6. identify and use primary and secondary sources | | I | D | D | M | A | A | A | A | A |
| 7. interpret timelines, charts, and tables | | I | D | D | M | A | A | A | A | A |
| 8. identify social studies reference resources to use for a specific purpose | | | I | M | A | A | A | A | A | A |
| 9. construct charts and tables | | | I | M | A | A | A | A | A | A |
| 10. analyze artifacts | | | I | D | D | M | A | A | A | A |
| 11. draw conclusions and make generalizations | | | | I | M | A | A | A | A | A |
| 12. analyze graphs and diagrams | | | | I | D | M | A | A | A | A |
| 13. translate dates into centuries, eras, or ages | | | | I | D | M | A | A | A | A |
| 14. formulate appropriate research questions | | | | | I | M | A | A | A | A |
| 15. determine adequacy and/or relevancy of information | | | | | I | M | A | A | A | A |
| 16. check for consistency of information | | | | | I | M | A | A | A | A |
| 17. interpret political cartoons | | | | | I | D | D | D | M | A |

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Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

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

*This document continues on the next page with writing standards

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| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST) |
|--|
| ➤ Text Types and Purposes |
| L9-10WHST1: Write arguments focused on <i>discipline-specific content</i> . |
| a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. |
| c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. Provide a concluding statement or section that follows from or supports the argument presented. |
| L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |
| d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |
| e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| L9-10WHST3: (See note; not applicable as a separate requirement) |
| ➤ Production and Distribution of Writing |
| L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| L9-10WHST6: 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. |
| ➤ Research to Build and Present Knowledge |
| L9-10WHST7: 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. |
| L9-10WHST8: 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. |
| L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research. |
| ➤ Range of Writing |
| L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Social Studies Georgia Standards of Excellence

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

*This document continues on the next page with writing standards

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| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST) |
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| ➤ Text Types and Purposes |
| L11-12WHST1: Write arguments focused on <i>discipline-specific content</i> . |
| a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. |
| b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. |
| c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. Provide a concluding statement or section that follows from or supports the argument presented. |
| L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. |
| e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| L11-12WHST3: (See note; not applicable as a separate requirement) |
| ➤ Production and Distribution of Writing |
| L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| L11-12WHST6: 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. |
| ➤ Research to Build and Present Knowledge |
| L11-12WHST7: 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. |
| L11-12WHST8: 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. |
| L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research. |
| ➤ Range of Writing |
| L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |