

Tulare County Office of Education

Jim Vidak, County Superintendent of Schools

7000 Doe Avenue Suite A
Visalia, CA 93291

Mr. Jim Vidak, Superintendent

Pansy Ceballos, Ed.D. Assistant Superintendent,
Instructional Services

Guadalupe Solis, Ed.D Administrator, Student Support and Academic Services
Educational Resource Services

Tulare County Board of Education

Patricia Hillman, President

Celia Maldonado-Arroyo, Vice President

Joe Enea

Debby Holguin

Edward F. Peterson

Chris Reed

Scott Townsend

Credits and Acknowledgements

Primary Author

Marsha Ingrao, M.A.
History-Social Science Instructional Consultant
Tulare County Office of Education
Educational Resource Services

Contributing Author

Lisa Benham, Ed.D.
English Language Arts, History\History Science Coordinator
Fresno County Office of Education

Contributing Author

Sue Baloian
History\Social Science Consultant
Fresno County Office of Education

Contributing Author

Mary Janzen, M.A.
History\Social Science Consultant
Fresno County Office of Education

Contributing Author

Carol Gallegos, Ph. D
Literacy Coach
Hanford Elementary School District

Contributing Author

Ron Nash
Gilderlehrma.org

Contributing Author

Laurie Mosier
Instructional Consultant
San Diego County Office of Education

Contributing Author

Deborah Granger, Ed. D
Instructional Consultant
Orange County Office of Education

Contributing Author

Leslie Smith
Instructional Consultant
San Bernardino County Office of Education

Contributing Author

Jim Hill
Professor
California State University, San Bernardino



Tulare County Office of Education is also grateful for the expertise of many teacher reviewers.

All rights reserved © 2012 Tulare County Office of Education

Permission is granted to reproduce this material for nonprofit educational purposes on the condition that the above notice appears on each copy.

For permission to reproduce for proprietary use, contact Tulare County Office of Education.

Acknowledgements

It is amazing how many heads go into writing even the simplest documents, and I am so grateful for having the opportunity to collaborate with my colleagues to complete this project. First of all, I had no idea that this *Toolkit* would be more than a table aligning the Common Core Standards to the History-Social Studies Analysis Skills, which was the how I interpreted the assignment that my supervisor, Dr. Guadalupe Solis asked me to do. I took the first draft to the California State Curriculum and Instruction Steering Committee's Sub-committee for History-Social Science for feedback. Three consultants in particular, Dr. Debbie Granger, Laurie Mosier and Leslie Smith, saw the need for the work, and offered to help. They became the driving force who encouraged and pushed me to turn this document from a table into a polished online toolkit for teachers and administrators, followed up with professional development to help teachers integrate History Social Science and Language Arts.

Next, I want to thank our Regional team, Dr. Lisa Benham, Mary Janzen, Sue Baloian, and Dr. Melissa Jordine who also saw the need, and spent hours creating writing prompts to align the History Social Science standards to the Common Core Writing Standards at each grade level, and planning professional development for history teachers in the region. I am grateful for Connie Smith, Marla Martin, Laura Gonzales, and Tim Budz, Language Arts Consultants in the Tulare County Office of Education, who, not only read the drafts of this document, but invited me to present the draft to hundreds of elementary and middle school teachers who came to their Common Core awareness sessions. It was the teachers' overwhelmingly positive response to the draft that made me realize that what I was doing was important enough to clean up for publication. From one of those groups came Dr. Carol Gallegos, a Literacy Coach from Hanford District, who offered her services to help write the writing performance tasks.

Additionally, I want to thank Dr. Michelle Herczog for sharing important next steps in publication which included rounding up a team of proof readers, and respected advisors who read through writing performance tasks. Jim Hill, a professor at CSU San Bernardino patiently and diligently read through all my questions, and offered valuable insight to some of the more sensitive issues. In revising, he became one of the writers of additional high school questions which he had vetted with thousands of his own students through years of trial and error. Thanks also to Dr. Jared Aldern from Prescott University and Ron Nash from Gilder Lehrman for offering comments. Director of the State History Project, Nancy McTygue also offered editing suggestions and validation. Dr. Susan Campbell and Tracy Middleton from the Curriculum Committee of California Council for the Social Studies read through parts of the documents, making comments, as did Beth Dignan from the San Joaquin Valley Council for the Social Studies (SJVCSS), and several of the teachers at her school. Some people helped with their comments even when they didn't know they were helping. Jim Lloyd, who realized that the history standards could be aligned to the writing portion of the Common Core, and Matthew Ethan who offered practical suggestions during SJVCSS meetings pointing me to sources and work they had done writing document based questions to use as starter ideas for writing performance tasks.

Finally, the bulk of the original typing and revisions were done by Tulare County Office of Education Instructional Support Staff members, Christina Sartuche and Ivette Lopez. Without their hours of work, this document would still be handwritten scribbles on a table that I couldn't format. Most of all I want to thank my County Supervisor, Mr. Jim Vidak, who continues to support History-Social Science wholeheartedly by funding a position for a full time History Consultant, and for sharing the recognition in the community he gets for the work that his team does to promote the publication of historical and civic education documents, the creation of videos, providing student events, and library and media services for teachers and students in Tulare County. Last, I would like to thank my husband, Vince Ingrao, for his patience because writing never seems to follow an 8:00 to 5:00 schedule, and he never, ok seldom, complains.

Sincerely,
Marsha Ingrao, Instructional Consultant for History Social Science

Table of Contents

Toolkit Purpose and Rationale.....	i-iv
How to Use the Toolkit.....	v-xi
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade Kindergarten.....	2
Reading Standards for Literature.....	2
Reading Standards for Informational Text.....	4
Reading Standards for Foundational Skills.....	6
Writing Standards.....	7
Speaking and Listening Standards.....	10
Language Standards.....	11
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 1.....	12
Reading Standards for Literature.....	12
Reading Standards for Informational Text.....	14
Reading Standards for Foundational Skills.....	16
Writing Standards.....	17
Speaking and Listening Standards.....	20
Language Standards.....	21
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 2.....	23
Reading Standards for Literature.....	23
Reading Standards for Informational Text.....	25
Reading Standards for Foundational Skills.....	27
Writing Standards.....	28
Speaking and Listening Standards.....	31
Language Standards.....	32
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 3.....	34
Reading Standards for Literature.....	34
Reading Standards for Informational Text.....	36
Reading Standards for Foundational Skills.....	38
Writing Standards.....	39
Speaking and Listening Standards.....	42
Language Standards.....	43
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 4.....	45
Reading Standards for Literature.....	45
Reading Standards for Informational Text.....	47
Reading Standards for Foundational Skills.....	49
Writing Standards.....	50
Speaking and Listening Standards.....	56
Language Standards.....	57
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 5.....	59
Reading Standards for Literature.....	59
Reading Standards for Informational Text.....	61
Reading Standards for Foundational Skills.....	63
Writing Standards.....	64
Speaking and Listening Standards.....	68
Language Standards.....	70
History and Social Science Analysis Skills Grades K-5.....	72
California Common Core State Standards for Literacy in History/Social Studies & Science Grades 6-12.....	75
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 6.....	83
Reading Standards for Literature.....	83
Reading Standards for Informational Text.....	85
Writing Standards.....	87
Speaking and Listening Standards.....	90
Language Standards.....	91

Table of Contents

California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 7	93
Reading Standards for Literature.....	93
Reading Standards for Informational Text.....	95
Writing Standards.....	97
Speaking and Listening Standards.....	101
Language Standards.....	102
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 8.....	104
Reading Standards for Literature.....	104
Reading Standards for Informational Text.....	106
Writing Standards.....	108
Speaking and Listening Standards.....	112
Language Standards.....	114
History and Social Science Analysis Skills Grades 6-8.....	116
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 10.....	119
Reading Standards for Literature.....	119
Reading Standards for Informational Text.....	121
Writing Standards.....	123
Speaking and Listening Standards.....	127
Language Standards.....	129
California Common Core State Standards ELA/History-Social Science Implementation Tool Kit, Grade 11 & 12.....	131
Reading Standards for Literature.....	131
Reading Standards for Informational Text.....	133
Writing Standards.....	135
Speaking and Listening Standards.....	142
Language Standards.....	144
History and Social Science Analysis Skills Grades 9-12.....	146
Bibliography.....	148

The **ELA California Common Core/History-Social Science Implementation Toolkit** is a simple document aligning the Common Core ELA standards (CCCSS) and the History Social Studies Analysis Skills in a matrix format. Included with the standards are sample content-aligned writing performance tasks, and content reading lists for each grade level recommended by both the History-Social Science (HSS) Framework and the CCCSS Reading Texts Illustrating the Complexity, Quality, and Range of Student Reading. As teachers move to the implementation phase of the Common Core Standards, this document will assist them to integrate English Language Arts and HSS in the elementary grades. Finally, this document will illuminate areas of overlap between content standards and language arts in order to facilitate collaboration between teachers of the history-social sciences and English language arts at the secondary level.



The **ELA California Common Core/History-Social Science Implementation Toolkit** will assist teachers and students at all grade levels in formulating high level critical thinking questions based on the History Social Science Analysis skills. The matrix format provides Standards and Framework information for planning and instruction. This document includes a list of recommended fiction and non-fiction reading, and sample writing performance tasks based on History-Social Science Standards at each grade level.

“Implementing Common Core Standards will *require our education system to do things substantially differently* from preschool through higher education. The new standards require a more integrated approach to delivering content instruction.”

-Tom Torlakson,
State Superintendent
of Public Instruction California
Department of Education, 2011.

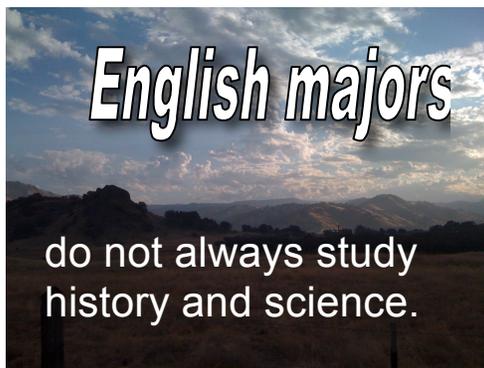


The toolkit assists teachers as they address all six shifts in the ELA Common Core:

- **An Increase in Non-fiction Texts** – California common core State Standards requires that 70% of the reading for high school students throughout the day be non-fiction. Language arts teachers can't do that alone. Students need language arts classes to continue to teach that 30% of the day using the rich literature that transmits the culture of societies in a way that no non-fiction text can. Would the Civil War have been fought if not for Harriet Beecher Stowe's Uncle Tom's Cabin? Harriet Beecher Stowe believed her actions could make a difference in how the country viewed slavery. President Lincoln accredited her with starting the Civil War. Whether she did or didn't is immaterial. She communicated culture.



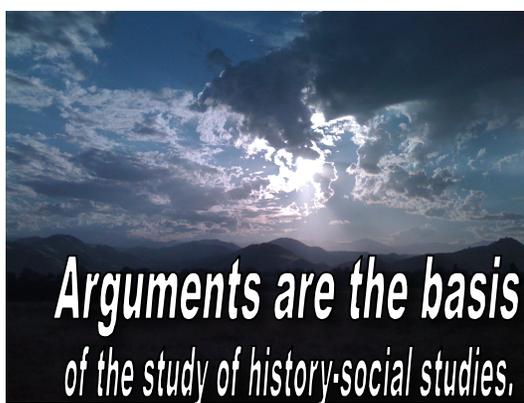
During the remainder of the day potentially outside of language arts classes, 70% of students' reading needs to be spent reading expository texts, primarily social science and science, but also including texts from non-core subject areas. Currently, "as little as 7 to 15 percent of elementary and middle school reading instruction is expository." (Hoffman, Sabo, Bliss, & Hoy, 1994; Moss & Newton 2002; Yopp & Yopp 2006). "Worse still, what little expository reading students are asked to do is too often of the superficial variety that involved skimming and scanning for particular, discrete pieces of information; such reading is unlikely to prepare students for the cognitive demand of true understanding of complex text." (*Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* p. 3)



- **Content Area Literacy** –English majors do not always study history and science. For example in history-social science a language arts teachers may not be proficient in historical, ethical, cultural, sociopolitical, geographic, and economic literacy. They know the mechanics of reading a textbook, but there is much more to understanding what the textbook or primary source is saying than reading the bold faced print. History teachers analyze "for bias in the author's perspective, evaluating the credibility of the author, and distinguishing between fact and opinion (Framework p. 12)" hidden inside

the words, pictures, maps, and graphs found on the textbook page. Under the tutelage of expert instructors, children learn to recognize the linguistic differences between how George Washington expressed himself in his time period compared to Winston Churchill in his time and place. Students need to grapple with primary texts in order to understand time and place and the issues that occurred within them. English language arts teachers may not have all the skills they need to bring students to that understanding.

- **Greater Complexity of Text** – Narrative texts may have many subplots, but by their very nature, they are a story, and everyone loves a good story. If the literature is good, students will read it. “A complex literary text makes more frequent use of flashbacks, flash-forwards, and other manipulations of time and sequence.” (*Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* p. 4.) Appendix A identifies four measures of qualitative text complexity: levels of meaning, which may be clear or obscured, structure, language clarity and knowledge demands. Students attending schools in which history-social science has been marginalized are clearly disadvantaged by their lack of content knowledge. They will not have had experience with the complex structure of reading complex timelines, graphs, and maps essential to developing an understanding of the content. Text complexity is also measured by the words and sentence structure used. Every content area utilizes specific vocabulary that builds over time. Middle and high school students who come to their classes already familiar with essential vocabulary in historical, ethical, cultural, sociopolitical, geographic, and economic literacies are well-prepared to read complex grade-level texts. In order to prepare students at each grade level “many countries set standards for student reading by providing a reading list.” (Ibid p. 41.) The **ELA California Common Core/History-Social Science Implementation Toolkit** references both the *California History-Social Science Framework* and the *Common Core Appendix A* to provide a list of reading texts, both fiction and non-fiction for each grade level.
- **Focus on Text-Based Questions** – Expository textbooks is full of questions because expository texts are read to learn information about a subject. History-social studies are a content subject. Questions pique students’ interest if presented prior to the lesson rather than after it. Questions following the text help them remember the information that they need to remember to be informed and well-educated citizens. “The clearest indicator of (distinguished student performance) was students’ ability to answer questions associated with complex texts.” (*Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* p. 2.)



- **Focus on Writing Arguments -**

Arguments are the basis of the study of history-social studies. All secondary texts are based on the arguments and points of view of textbook editors. Analysis skills teach students to read with a critical eye realizing that the textbook does not hold the same authoritative position it had 50 years ago. Today, students are learning to grapple with primary sources so they can draw their own conclusions. Common Core Standards require students to ask and debate questions and the issues those questions raise. No longer can students merely answer the

review questions at the end of the chapter, or write a summary of what one unnamed textbook author thought about a topic. This takes time – 70% of the day, but will promote students graduating from high school with the critical thinking skills required for full participation in the 21st century.

- **Academic Vocabulary** – History-social studies has its own vocabulary just as any content area does. Most of the vocabulary found in history-social studies textbooks consists of tier two and three words. In fact, experts suggest that social science is the discipline in which the majority of high utility, academic tier 2 words are encountered. Tier 2 words “are far more likely to appear in written texts than in speech, (and) ... often represent subtle or precise ways to say relatively simple things. ... Tier 2 words are highly generalizable across subject areas” Appendix A p. 33). Many of the words have Latin and Greek roots or suffixes. When the subject area that teaches the multiple meaning of these words is eliminated or marginalized, our future citizens are deprived of the opportunity to learn academic vocabulary in an authentic context. .

Common Core Standards in English language arts are ushering in a new era for social studies teachers. The standards are deep and complex, and need all teachers working together to help students achieve their rigorous demands. More time, up to 70 percent of literacy instruction, will be dedicated to expository reading and writing. Students will engage in increased history-social science and science content with experts in those subject areas as a means to meet Common Core expectations.

It is intended that the **ELA California Common Core/History-Social Science Implementation Toolkit** will be a convenient and useful document for all stakeholders.

Teachers... The toolkit will be a handy supplement to textbooks to help history and language arts teachers as they plan for and implement the major shifts brought about by the English Language Arts California Common Core State Standards.

Administrators... This document will be a simple reference tool for administrators supporting teachers who are integrating the Common Core Standards with History-Social Science content k-12.

Students... Practice writing performance tasks will challenge students to research history-social studies topics and issues as they gain practice grappling with more complex primary and secondary sources. Reading lists found in this document will guide students in broadening and deepening their own learning.

Parents and Community... Society will benefit from instruction that will stem the “general impoverishment of knowledge ,... (and allow graduates) to meet the demands placed upon them by citizenship in a democratic republic and the challenges of a highly global marketplace.” (*Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* p. 4).



You want to improve your understanding of the implications of the Common Core Standards on History-Social Science.

If you are reading this resource, chances are that you are always looking for ways to improve your own understanding of the implications of the Common Core Standards in language arts on history social-science, and how to implement them. Possibly you are an elementary teacher who has had less than one half hour a day to teach social studies, if you have had time in the day to teach it at all. Now, with the coming of the new language arts standards, history and science reading and writing will be on the assessment, and your students have had years of narrative literature, but very little expository instruction in the last few years. You are looking for a way to integrate the two subjects effectively without the benefit of having a new textbook in either subject. Just as likely you are a history social-science teacher

in middle or high school that understands that with the onset of the California Common Core Standards for Language Arts a major change will take place that will reach into the history or social studies classroom.

This toolkit addresses all *Six Shifts* brought about by the Common Core Standards. However, the primary focus is on Focus on Text-based Questions, and Focus on Writing Arguments. For example, to address Increase in Non-Fiction Texts and Greater Complexity of Texts, the **Toolkit** lists all the books recommended in both the History Social Science Framework, and the Common Core Appendix A. Most teachers do not have the time to read through the narrative in the Framework, and the Standards to determine which works are recommended, so all of the literature recommendations are all listed in this document. Additionally are the names of the individuals mentioned in the all standards for each grade level are listed conveniently in one place so that teachers can plan ahead to create biography cards, assign students to go online to read about them, order biographies through their library, or purchase books for their personal libraries.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

HSS Framework suggests:
 Russel Freedman's *Immigrant Kids*, Marietta Moss's *Waiting for Mama*, Marilyn Sachs's *Call Me Ruth*, Karen Branson's *Streets of Gold*, Leonard Fisher's *Across the Sea from Galway*, Charlene Talbot's *An Orphan for Nebraska*, and Ann N. Clark's *To Stand Against the Wind*, Ben Franklin's *Poor Richard's Almanac*, and "The Whistle" Ralph Waldo Emerson's "Concord Hymn," Henry Longfellow's "Paul Revere's Ride," Esther's *Johnny*, Patricia Grogan's *Am Deborah Sampson: A Soldier on the War of the Revolution*, James Collier's *My Brother Sam is Dead*, Francis Parkman's *The Oregon Trail*, Emma Lazarus's "The New Colossus".

In the lower grade levels the **Toolkit** lists vocabulary from the Framework.

Vocabulary Acquisition and Use																	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>root</i>) and their inflectional forms (e.g., <i>loads</i>, <i>loaded</i>, <i>loading</i>). 	<table border="0"> <tr> <td>Root word</td> <td>Word with affix</td> </tr> <tr> <td>tonest</td> <td>honesty</td> </tr> <tr> <td>parent</td> <td>parenthood</td> </tr> <tr> <td>responsible</td> <td>responsibility</td> </tr> <tr> <td>nation</td> <td>response</td> </tr> <tr> <td>history</td> <td>historical</td> </tr> <tr> <td>familiar</td> <td>familiarity</td> </tr> <tr> <td>organize</td> <td>organization</td> </tr> </table>	Root word	Word with affix	tonest	honesty	parent	parenthood	responsible	responsibility	nation	response	history	historical	familiar	familiarity	organize	organization
Root word	Word with affix																
tonest	honesty																
parent	parenthood																
responsible	responsibility																
nation	response																
history	historical																
familiar	familiarity																
organize	organization																

First, let's examine how an elementary teacher might use the toolkit. The **Toolkit** is organized with the common core standard on the left and the analysis skill on the right. The language arts standard printed in black is purposely vague,

"Ask and answer questions..."

Reading Standards for Literature 2 nd (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> • How does the picture in the story compare to a picture you might have taken of the same thing in your neighborhood? • In what decade might this story have taken place? • Where is the location of the story on a map? How far is the location in the story from a place you have been? How far is it from where you are now? • What are the important features of the location? Why are these characteristics significant in the story? 	Chronological and Spatial Thinking <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 2. Students correctly apply terms related to time, including <i>past</i>, <i>present</i>, <i>future</i>, <i>decade</i>, <i>century</i>, and <i>generation</i>. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

The Common Core Standards open doors for elementary teachers to use the large block of time to teach reading skills in history rather than teaching only from the ELA anthology. The purpose of this document

Historians ask questions. Teachers often ask questions off the cuff.

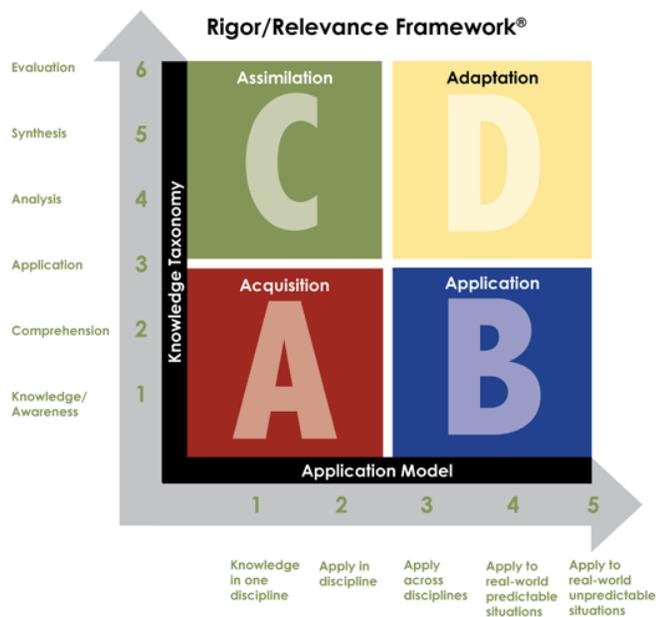
is to suggest how to incorporate history events into the ELA anthology. The integration of history can be as simple as changing the questions the teachers ask. Historians ask questions based on historical analysis skills. Teachers, with little time to prepare each day, often ask questions off the cuff or use the questions in the Teacher’s Edition. These comprehension questions are frequently simple recall questions which are not rigorous enough by Common Core expectations. Teachers may assume students don’t answer their questions because the questions or the vocabulary words are too hard. Often the opposite is true. The questions often have one specific answer, and, if the students haven’t dozed off, the answer may be too obvious to warrant giving the teacher an answer. If Brilliant Jose has already answered, Sleepy Sarah doesn’t have to worry about thinking for herself. Even when students “Think-Pair-Share”, if the question has only one answer, it only takes one person in the pair thinking to come up with the answer. Without even realizing it a teacher might ask as many as 5-6 questions in a row, sometimes asking and answering their own questions.

Asking good questions is the key to developing critical thinking essential skills for the 21st century. According to Judith Ross in the [Harvard Business Review](#), “... an empowering question does more than convey respect for the person to whom it’s posed. It actually encourages that person’s development as a thinker and problem solver... A disempowering question, on the other hand, undercuts the confidence of the person to whom it’s asked and sabotages her performance.”

Willard Daggett rates assessment, including the questions teachers ask, on a rigor and relevance framework. The **Toolkit** is designed to help teachers construct questions that help students take responsibility for and apply their own learning rather than to just recall information.

Compare
 These two types of questions:

ELA Skill
Where did the story take place? Why did the main character like the location?
HSS Analysis Skill
What are the important physical features of the location of this story? What might be the advantage of living in this place?



A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

In your judgment, which questions are the most rigorous? Which are the most relevant?

In literature or narrative fiction a language arts textbook will most likely focus the student’s attention on the character or even the reader’s opinion. In the example on the previous page, the first ELA question is strictly a recall question. The second question might be a higher level question if the answer is not given explicitly in the text. On the other hand, the historian is going to be more critical about the setting, including both time and place. Suppose the setting is in the mountains. Students would have to stretch their imaginations to consider what living in the mountains might be like.

To assist their imaginative process the teacher might involve a study



In this aerial photo the valley is on the west, the mountains on the east. The areas outlined in red are towns.

of a map or photographs along with looking at the

text. Students need to be taught to be aware of what is not in the picture, map, or chart as well as what is there. If the character lives in the mountains, is the area highly populated? What are that advantages of living in an unpopulated area? What are the disadvantages? What might be the implications of living up a long windy road two hours away from the nearest stores and hospitals? What kinds of people gravitate towards living in the mountains and why? How does living in the mountains affect what people do, not only for a living, but with their free time as well? What are the differences in weather at 4,000 feet above sea level compared to living in the valley



Suppose the setting was in the mountains?

even though the two regions might be no more than 20 miles apart? Teaching students to think more deeply about time and location allows them to develop a much deeper understanding of the story and of the characters even in a simple piece of literature.

In literature, the setting also includes time. Using the historical analysis skills reminds teachers to use historical tools such as timelines, charts, pictures, photographs, artifacts, and graphs to glean pertinent data about the story.

ELA Questions	HSS Analysis Questions
When did the story take place? What happened first, second, and third in the story? Place the events of the story in chronological order.	How did people a century ago move goods and spread information from place to place? What limitations might the past have placed on the characters? How might this story change if it were modernized to take place in the present?

With the first set of questions, the reader is concerned only with the story itself. Even in a simple story there are differences in time between the past and the present.

A girl bought a new puppy at the pet store. The puppy ran away. The puppy made friends with the animals of the forest while it was looking for its way back home. The puppy came home. Everybody was happy to have the puppy back safe and sound.

Using historical analysis questions, students may examine the story from outside the story itself.

- In which decade did stores begin selling puppies?
- How do pet stores today obtain puppies to sell?
- Has this always been the case?
- Is selling puppies in stores ethical when there are so many unwanted puppies needing a good home?

Even with a simple piece teachers could move into the deeper analysis skills of historical interpretation as well.

- Is this story fact or fiction?
- What is the author’s perspective about procuring and caring for a pet?
- Are pet stores still the primary way that families get pets?
- What laws are in effect to protect puppies and protect the people who buy them?

Granted, teachers are not going to ask all of these questions about a simple story about a puppy purchase, but there are many deep discussions that could come from any one of the questions above, even in a kindergarten classroom. Students could get very involved in finding out the answers and develop some lasting opinions about the topic. When learning is question driven, students have arrived at the heart of thinking like an historian.

ELA Questions	HSS Analysis Questions
Who wrote the book? To whom was it written? Who was the illustrator? Where did they live? What would you like to know about the author?	Did the author witness or take part in any of the events? What did other people who lived in the same time period as the author say about them? What opinions did the author express? Which of the statements in the book were factual? What other sources corroborated the facts? What were some of the prominent issues in that location during that period of time?

More than just having students delve more deeply into the setting, History-Social Science Analysis skills help make the invisible author more visible by looking for perspective within the writing. This is most important when reading expository texts for information, even though literature can carry an agenda from the author as well, as some of the questions implied in the puppy story. Using analysis driven questioning, students learn to hold the author accountable for the accuracy and bias-free text. Analysis skills for expository materials include challenging the author’s interpretation as well as seeking to determine where and when events took place. Students will look at events from different perspectives, and try to put events into the context of what else is going on the world at the same time. They examine causality, which may be simple, but students may have to look back decades, even centuries in history before they ferret out all the situations that might have caused an event.

By developing focused questions, teachers place their students in a position to be successful in interrogating the residue of the past to develop an evidence based response to the query (Caron 2005)

Here again, the **Toolkit** is designed only to give teachers a scaffold for creating more stimulating questions rather than creating a prescriptive script. However, although the **Toolkit** does not explicitly give the teacher specific questions to go with every story, there are some sample questions at the back of each grade span with all the analysis skills listed and some sample questions for each skill. Analysis Skills are listed on the left, with General Questions on the right. There are three categories of analysis skills: Chronological and Spatial Thinking (CST), Research, Evidence and Point of View (REP), and Historical Interpretation (HI). These are color coded as well: CST questions are purple, REP are teal, and HI are green.

Analysis Skills	General Questions
Chronological and Spatial Thinking	
1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	<ul style="list-style-type: none"> • In different time periods, how did people solve problems of moving goods from over long distances? • How did people spread information from place to place during different periods in the past? • Which cultures from the past might have had an influence over the people in this story? • Place these pictures in chronological order. • Place these events in chronological order.

The development of questions is to be done using the **Toolkit** with colleagues during professional development or during collaborative planning meetings. Seeing the analysis skills serves as a reminder to teachers to probe deeply into chronological and spatial thinking in literature. Busy teachers will not have time to turn every piece of literature into a dissertation of historical analysis. But good stories, especially historical fiction aligned with the California History Social Science Content Standards, may be worth an extra day to develop some of the analysis skills. In the long run, the goal is to guide students to begin asking their own questions.

Oral discussions and short answer questions are the perfect segue into writing performance tasks. Appendix A of the Common Core Standards gives sample performance tasks for both writing and reading. Unless history teachers step forward and initiate history-social science questions as prompts, it will be easy to overlook the rich resource of history as fodder for performance tasks. The **Toolkit** has sample writing performance tasks aligned to the California History-Social Science Standards for each genre of writing at each grade level. Just like the samples given in the Common Core Appendix, these

Writing Standards 6-12(W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> • The Virginia Plan proposed that there be two houses of Congress so that powers would be shared between them. Small states and large states argued about how many representatives they should send to the Senate and House of Representatives. On one side of the debate was the idea that each state should have equal numbers of representatives no matter how many people lived in the state. On the other side of the debate was that the number of representatives from a given state should be based on 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research. 2. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 3. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. <p>HSS Standards</p> <p>8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights),</p>

samples do not include the specific writing instructions, the background material or primary documents required to complete the writing, or the writing rubric. Those items are best developed during professional development sessions collaboratively with other teachers of both disciplines. The value to having the writing performance task exemplars is that both disciplines, language arts and history-social science, can use the tasks and develop separate rubrics for different purposes. For the language arts grade, the teacher may be concerned with language foundations or vocabulary, while for a social science grade teachers may be more concerned with social, political, economic or cultural (SPEC) literacies and content developed in the writing task.

At this time some of the writing tasks may seem impossible for students to do because they have not had the background training to answer historical questions. However, by integrating history-social science into the language arts block of time, students will have time to begin to investigate primary sources, study graphs, maps, and read expository texts that will build their understanding. They will be learning not only historical facts and details, but also the process by which historians have been investigating the past. Language arts textbooks teach the skills of the language, but current textbooks contain 85-93% narrative reading. In addition, while a language arts textbook may contain historical fiction, the stories are not always aligned to California's history standards, and rarely do the textbooks ask the deeper analytic questions used by historians. To prepare for 21st century skills and the coming six shifts in the language arts standards students need to have the opportunity to spend more time in the social studies, not less time.

At this time some of the writing tasks may seem impossible for students to do because they have not had the background training to answer historical questions.

So both for Reading Literature and Reading for Information the key purpose of having the History Analysis Skills beside the Common Core Standards in the **Toolkit** is for assistance in the formation of good discussion and comprehension questions. The next section of the Common Core Standards in which this document can be of use is in the Writing Section. Writing Performance Tasks are ubiquitous, as more and more states develop their own exemplars. Many organizations and universities are creating units of lesson plans that include writing performance tasks on specific topics. One of the best is the California History Project's, **Civil War Blueprints**.



What makes the **Toolkit** unique is that the Writing Performance Tasks are aligned to California's History-Social Science Standards. There are tasks for every genre of writing at every grade level and all are aligned to the state's specific History-Social Science requirements. It has taken nearly two years and many minds to create all of those performance tasks.

At the date of publication, the writing performance tasks have not been piloted in classrooms, but that is part of the implementation process. Most of the writing exemplars published to date do not include a rubric, source materials, and instructions as to how the students are to write to the prompt. The tasks in the **Toolkit** are also missing these important components. Those items are meant to be developed in collaborative groups as teachers plan for the year.

The **Toolkit** has writing performance tasks for every grade level, and each of the three genres of writing – all aligned to the California State Standards for History-Social Science.

A model for professional development has been developed by the several County Office of Education History consultants from around the state. These week-long sessions will be offered for the first time in the summer of 2012. Teachers will use the **Toolkit** as a guide through the process of developing quality questions for reading and writing. In addition during this institute, teachers will learn quality literacy strategies for teaching students to “do history” and “think like historians”.

Elementary teachers have the advantage of being the teachers of both ELA and History-Social Science. The **Toolkit** has a similar purpose for middle and high school teachers, but those teachers will read it differently. Ultimately the goal is for teachers in both subject areas to collaborate. English teachers will find recommended reading lists to augment or alter what they currently teach. These books give students greater insight into the content of history. The analysis skills can help them discuss both literature and expository materials with the greater depth. They can collaborate with history teachers to assign the writing performance tasks, and then both subject area teachers can grade the writing for different purposes.

History-social science teachers will find ELA standards that support the investigation of primary source documents. Having the ELA standards handy next to the analysis skills will remind History teachers that they are responsible for helping students learn how to effectively read for information. Teaching the students the skills of reading cause and effect, and arguing for their interpretation of the topic, students will be empowered to grapple with more and more difficult materials. The task of teaching the skills of reading is a momentous task is basic to insure that students can become successful citizens in the 21st century. Teachers of every content area rely on students being able to read in order to learn the content. The **Toolkit** will help them remember that they are teaching the skills of language arts as they teach the analysis skills of history. “Investigating the past by considering a series of historical questions alters the traditional role of the history teacher (looking for ways to make the content to be memorized relevant, interesting, or fun to learn), but ultimately it does not reduce his or her importance. (Lesh. 2011. P. 11, 14.)” The goal of the Common Core Standards and the **Toolkit** is to support teachers as they equip students to learn the habits of the mind they will need to face the 21st century with success.



K-5
For Multiple Subjects
Teachers

K-5
Analysis Skills
Questions Stems
Critical Thinking

Reading Standards for Literature K (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. With prompting and support, ask and answer questions about details in a text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p>
<p>2. With prompting and support retell familiar stories, including key details.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Historical Interpretation</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places</p>
Craft & Structure	
<p>4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 25-26 for additional expectations.)</p>	
<p>5. Recognize common types of texts (e.g. storybooks, poems, fantasy, and realistic text). Big Book Firehouse What about a real fire or action?</p>	<p>Research, Evidence, and Point of View</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>

Integration of Knowledge & Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p>Chronological and Spatial Thinking</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p>
Range of Reading and Level of Text Complexity	
<p>10. Actively engage in group reading activities with purpose and understanding. Activate prior knowledge related to the information and events in texts. Use illustrations and context to make predictions about text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p> <p>HSS Framework <i>"Jack and the Beanstalk", "Goldilocks and the Three Bears", Hamilton, The People Could Fly, Bulla, Daniel's Duck, Turtle, Thy Friend Obadiah, the Adventures of Obadiah, Van Woerkom, Becky and the Bear; Wilder, Selected chapters from Little House in the Big Woods.</i></p> <p>CCCSS: <i>Truck, Donald Crews, I Read Signs, Tana Hoban</i></p>

Reading Standards for Informational Text K (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>HSS Standards</p> <p>Biographies of: Pocahontas, George Washington, Booker T. Washington, Daniel Boone, Benjamin Franklin. Holidays: Thanksgiving, Independence Day, Washington and Lincoln's Birthdays, Martin Luther King, Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day.</p>
<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>Historical Interpretation</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p>
Craft & Structure	
<p>1. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 25-26 for additional expectations.)</p>	
<p>2. Identify the front cover, back cover, and title page of a book.</p>	
<p>3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
Integration of Knowledge & Ideas	
<p>4. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>5. With prompting and support, identify the reasons an author gives to support points in a text.</p>	

<p>6. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>7. Actively engage in group reading activities with purpose and understanding.</p> <p>a. <u>Activate prior knowledge related to the information and events in texts.</u></p> <p>b. <u>Use illustrations and context to make predictions about text.</u></p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>

Reading Standards: Foundational Skills K (RF)	HSS Framework History Social -Science Analysis Skills
Print Concepts	
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	
Phonological Awareness	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and reproduce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single- syllable spoken words. Blend two to three phonemes into recognizable words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words 	<p>Use words aligned to HSS Standards</p> <p>Map Job Stop Flag</p>
Phonics & Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>Use words aligned to HSS Standards</p> <p>Left/right Near/far Behind/in front go Character words: honesty, responsibility, courage</p>
Fluency	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	

Writing Standards K(W)	HSS Framework History Social-Science Analysis Skills
<p>Text Types & Purposes</p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book i. .</i>)</p> <p><u>Writing Performance Tasks:</u></p> <ul style="list-style-type: none"> Why is sharing important? What happens when no one shares anything? What did you think about the behaviors and decisions made by the characters in this story? In your opinion what would have changed if they had behaved in a different way? Which is your favorite state or national symbol, and why are you choosing it? Which of Benjamin Franklin's inventions do you think was the most valuable and important? Why? What do you think makes a person important in history? Which of the historical figures do you think was the most important and why? Why do you think George Washington was chosen to be the first President of the United States? Why didn't the people choose Benjamin Franklin instead? 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. <p>HSS Standards</p> <p>K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p>K.1.2 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty</p> <p>K.6.2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin</p>
<p>2. Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>Writing Performance Tasks:</u></p> <ul style="list-style-type: none"> What does the state flag mean? When and how is it used? What do other symbols mean? What does it mean to work at a job? What kinds of jobs do people in your family do? What jobs do your neighbors do? What does a person have to do in order to get a job? How did Pocahontas help settlers in the New World which is now the United States? What made Booker T. Washington famous? What made his accomplishments so notable? How did Benjamin Franklin think up some of his inventions? How did Daniel Boone spend his time each day? What could you say about George Washington to someone 	<p>Historical Interpretation</p> <ol style="list-style-type: none"> Students summarize the key events of the era they are studying and explain the historical contexts of those events. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. Students identify and interpret the multiple causes and effects of historical events. Students conduct cost-benefit analyses of historical and current events. <p>HSS Standards</p> <p>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</p> <p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p>K.6.2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin</p>

<p>who was wondering about who they should vote for as the first President?</p>	
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> • Pretend your father and mother worked in the fields in the 1960s. Your grandma lives in another town and heard that Caesar Chavez came to your town and organized the field workers. Grandma wants to know how you and you parents are doing and what you are feeling and thinking about what is happening. Tell her what you saw, what your parents said about what was happening, Tell your grandmother how you felt about what was happening. Draw a picture of the tools your parents used to work in the fields. Don't forget to tell what you were doing while your mom and dad were working. • Pretend that you are an African-American student starting kindergarten in Birmingham Alabama in the 1960s. You are just learning to read signs you see on the streets and in businesses. What do some of the signs say? You ride on a bus to go shopping with your grandmother. Tell what happens. You listen to a speech by Martin Luther King, Jr. What do you want to do after you hear his speech? • Imagine that in a dream one night a wagon stopped by your house and the driver, who was your uncle, said, "Come on kid, get your folks, and let's head out to see Grandpa and Grandma." You all packed some things and got into the wagon. What happened next? What was it like riding in the wagon? What did you take with you? How long did the trip take and where did you get off the wagon? How did the wagon ride to your Grandparents make you feel? 	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation.</i> <p>Research Evidence and Point of View</p> <ol style="list-style-type: none"> 1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. <p>HSS Standards</p> <p>K.6.1 Identify the purposes of, and the people and events honored in commemorative holidays, including the human struggles that were the basis for the events.</p> <p>K.6.2 Know the triumphs in American legends and historical accounts through the stories of such people as ...</p> <p>K.6.3 Understand how people lived in earlier times and how their lives would be different today.</p>
Production & Distribution of Writing	
<p>4. (Begins in grade 2)</p>	
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
Research to Build & Present Knowledge	
<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.



	<p>2. Students correctly apply terms related to time, including <i>past</i>, <i>present</i>, <i>future</i>, <i>decade</i>, <i>century</i>, and <i>generation</i>.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>9. (Begins in grade 4)</p>	
<p>10. (Begins in grade 2)</p>	

Speaking & Listening Standards K (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>a. <u>Understand and follow one-and two-step oral directions.</u></p>	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
Presentation of Knowledge & Ideas	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	

Language Standards K(L)	HSS Framework History Social-Science Analysis Skills
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 	HSS K.6.1 Thanksgiving Day, Independence Day, Washington and Lincoln's birthdays, Martin Luther King Day, Columbus Day, Veteran's Day
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound- letter relationships. 	HSS K. 6.2 Mr. Booker T. Washington
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un- pre-, -ful,-less</i>) as a clue to the meaning of an unknown word. 	Icon, related, accounts, legend, structures,
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	HSS K.2 National and State symbols and icons HSS K.6.1 Types of Holidays: Religious, Secular, Historical HSS K.3 Jobs: at school, in the community, from historical accounts (blacksmith, harpsichord maker, Pony Express Rider) HSSK. 4.4 Structures: Stores, public services, religious, homes HSS K.4.3 Traffic Symbols
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	

BOLD FONT INDICATES CALIFORNIA'S 15%

Teal font indicates History Social Science

Reading Standards for Literature 1st (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Ask and answer questions about key details in a text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p>
<p>2. Retell stories, including key details, and demonstrating understanding of their central message or lesson.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Historical Interpretation</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>
Craft & Structure	
<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <u>(See grade 1 Language standards 4-6 on pages 25-26 for additional expectations.)</u></p>	
<p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Research, Evidence, and Point of View</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>6. Identify who is telling the story at various points in a text.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p>

Integration of Knowledge & Ideas	
<p>7. Use illustrations and details in a story to describe its characters, settings, or events.</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
Range of Reading and Level of Text Complexity	
<p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <ol style="list-style-type: none"> a. <u>Activate prior knowledge related to the information and events in texts.</u> b. <u>Confirm predictions about what will happen next in text.</u> 	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. <p>Suggested Stories from the Framework: <i>Grimm, Aesop's Fables, Phelps, Tatter hood and Other Tales, Carpenter, Tales of a Korean Grandmother; Uchida, Magic Listening Cap, Yashima, Umbrella,; Keats, John Henry: An American Legend, Politi Stories of Hispanic Los Angeles, Mike Mulligan and His Steam Shovel, Little Toot, The Little Red Lighthouse, and The Great Gray Bridge</i></p>

Reading Standards for Informational Text 1st (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Ask and answer questions about key details in a text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>2. Identify the main topic, and retell key details in a text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
Craft & Structure	
<p>1. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 on pages 25-26 for additional expectations.)</p>	
<p>2. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	
<p>3. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>2. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>

Integration of Knowledge & Ideas	
4. Use the illustrations and details in a text to describe its key ideas.	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
5. Identify the reasons an author gives to support points in a text.	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p>
6. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
Range of Reading and Level of Text Complexity	
<p>7. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>a. <u>Activate prior knowledge related to the information and events in texts.</u></p> <p>b. <u>Confirm predictions about what will happen next in text.</u></p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>

Reading Standards: Foundational Skills 1st (RF)	HSS Framework History Social-Science Analysis Skills
Print Concepts	
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
Phonological Awareness	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
Phonics & Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Use patriotic songs, pledge, holidays, and schools in the past, symbols, citizenship, sportsmanship, maps as the texts for this standard.</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	<p>Use Indians; folklore; customs; economy as texts for this standard.</p>

Writing Standards 1st (W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> In your opinion why is it important to take turns or follow other rules at school and in the classroom? State which rule you are going to discuss. In your paragraph supply three reasons why you think it is important to follow that rule. Close with this sentence frame. <i>Rules at school help us _____, but the most important rule is _____.</i> Look at the way people dress around the world (e.g., Alaska, Spain, in a desert). State your opinion about which outfits from around the world you like best and give two to three reasons for each choice. Close by summarizing or by picking your favorite outfit overall. Introduce the topic of homes around the world and pick which type of house you might chose for yourself. Describe several characteristics of the house and give three reasons you like those items. (for example a house at the beach has many windows). Close using the following sentence frame. <i>There are many types houses around the world, but since I like _____ I would chose a _____ house in _____.</i> People around the world do many different kinds of activities based on the weather and what the land is like. (for example dog sledding in Alaska or surfing in Hawaii) Introduce the topic of activities around the world and give your opinion about which three or four you think would be fun to try. Explain several reasons you would like to visit those places to do those activities. Close by choosing which activity you would like to do most and why it would be your favorite. In your opinion which national hero is most important in country. Give several reasons that you think that person's contributions are important. (for example Abraham Lincoln wrote the Emancipation Proclamation freeing slaves in the slave states) People in the United States celebrate many holidays in many ways. Choose your favorite holiday out of several top choices. Give reasons why one holiday is your favorite and explain how you celebrate it. Find out different ways to celebrate that holiday. Conclude by stating a tradition you might like to add when you celebrate your favorite holiday next year. 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. <p>HSS Standards</p> <ol style="list-style-type: none"> 1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." 1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. 1.3.2 Understand the significance of our national holidays and the heroism and achievements of the people associated with them. 1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 1

<ul style="list-style-type: none"> Identify several specialized jobs that people do. (Doctors can work with children, cancer patients or even with animals.) What jobs appeal to you? Choose one type of work that you might like to do, and describe the kinds of tasks you would be doing. State your opinion about why those tasks make the job important. Conclude with this sentence frame. <i>Although there are many important jobs to do, in my opinion ___ would be my favorite kind of work.</i> 	
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> Begin the topic with this statement. <i>The Golden Rule is found in many religious books, and is observed by people around the world.</i> Explain what the Golden Rule means, and supply some facts about how it got started, how some people observe it, or how it is practiced in your community. Conclude with this sentence frame. <i>In conclusion the Golden Rule is _____.</i> Read several books or articles about types of transportation. Pick one type of transportation and give three or four facts about the vehicles. (for example ships, railroads or planes) Explain why and how that type of transportation is used. Finish your paragraph using this sentence frame. <i>_____ make (traveling/transporting) goods easier. If we didn't have _____, we would not be able to _____.</i> Symbols, landmarks, statues, and documents help us remember what is important in our country. Pick one well known symbol (the Statue of Liberty, flag, Declaration of Independence or other). State three or four facts about the symbol. Include the people that were associated with this symbol. Close with this sentence frame: <i>Several things make this symbol important, but the most surprising to me is the fact that _____.</i> Look at pictures of your school from the past. Write several facts comparing how the school has changed and how it has stayed the same from the pictures. (The school used to be much smaller and was built of wood.) Close using this sentence frame: <i>Our school has changed in many ways, and _____.</i> We are all part of the same school community even though we are from different families. Give several reasons or details about what we do at school that make us a community. Remember to provide a closing statement. 	<p>Historical Interpretation</p> <ol style="list-style-type: none"> Students summarize the key events of the era they are studying and explain the historical contexts of those events. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. Students identify and interpret the multiple causes and effects of historical events. Students conduct cost-benefit analyses of historical and current events. <p>HSS Standards</p> <ol style="list-style-type: none"> 1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." 1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. 1.3.2 Understand the significance of our national holidays and the heroism and achievements of the people associated with them. 1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. 1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. 1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

<p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> Write a narrative recounting a time when you went someplace (or played outside) had to change clothes because when you went outside the weather was different than you thought it would be. Include details about what changes you had to make. Use words like <i>When I first ____</i>. <i>Later ____</i>. <i>By the time that ____</i> Write a story about that day. Tell what you did and how you dressed. Ask your parents to recount events in their lives when they were little. Write a narrative about the way your parents lived. Include details such as their favorite toys, a family story, games they played, how they dressed, or rules they had to obey at home and at school. Close by contrasting one or two differences from your life. 	<p>2. Students correctly apply terms related to time, including <i>past</i>, <i>present</i>, <i>future</i>, <i>decade</i>, <i>century</i>, and <i>generation</i>.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>HSS Standards</p> <p>1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p> <p>1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p>
Production & Distribution of Writing	
<p>4. (Begins in grade 2)</p>	
<p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
Research to Build & Present Knowledge	
<p>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p> <p>4. Students conduct cost-benefit analyses of historical and current events.</p>
<p>9. (Begins in grade 4)</p>	
Range of Writing	
<p>(Begins in grade 2)</p>	

Speaking & Listening Standards 1st (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics</i> and <i>texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up confusion about the topics and texts under discussion. 	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ol style="list-style-type: none"> <u>Give, restate, and follow simple two-step directions.</u> 	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
Presentation of Knowledge & Ideas	
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <ol style="list-style-type: none"> <u>Memorize and recite poems, rhymes, and songs with expression.</u> 	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>Historical Interpretation</p> <p>1. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p>
<p>6. Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 for specific expectations).</p>	

Language Standards 1st (L)	HSS Framework History Social-Science Standards	
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home.</i>) f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 		
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 		
Knowledge of Language		
<p>3. (Begins in grade 2)</p>		
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 	<p>Root word</p> <p>honest patriot responsible nation history familiar organize</p>	<p>Word with affix</p> <p>honesty patriotism responsibility national historical familiarity organization</p>



California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 1

<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings. 	
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	

BOLD FONT INDICATES CALIFORNIA'S 15%
Teal font indicates History Social Science



Reading Standards for Literature 2nd (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> • How does the picture in the story compare to a picture you might have taken of the same thing in your neighborhood? • In what decade might this story have taken place? • Where is the location of the story on a map? How far is the location in the story from a place you have been? How far is it from where you are now? • What are the important features of the location? Why are these characteristics significant in the story? 	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 2. Students correctly apply terms related to time, including <i>past</i>, <i>present</i>, <i>future</i>, <i>decade</i>, <i>century</i>, and <i>generation</i>. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. 3. Students identify and interpret the multiple causes and effects of historical events.
Craft & Structure	
<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <u>(See grade 2 Language standards 4-6 on pages 25-26 for additional expectations.)</u></p>	
<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
<p>6. Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
Integration of Knowledge & Ideas	
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how



	<p>relative advantages or disadvantages can change over time. Historical Interpretation 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Historical Interpretation 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Research, Evidence, and Point of View 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. HSS Framework <i>The Adventures of Johnny Appleseed</i> CCCSS <i>A Medieval Feast, Aiki, Moonshot: the Flight of Apollo 11, Brian Floca; The Story of Ruby Bridges, Robert Coles, Sarah Plain and Tall, Patricia MacLachlan, Tops and Bottoms, Janet Stevens</i></p>



Reading Standards for Informational Text 2nd (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>Who are some people in history that have made a difference in their society? In which century and decade did they do something memorable? Can you find the exact location on a map of one place mentioned in the article? Pick a famous person. What did they do that made them most memorable? Pick a famous person. How has their contribution to society affected our lives today? Who is your favorite author? Musician? Athlete? Why? Ask an older relative about a biography they read that influenced them in some way.</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation.</i> 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
<p>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Name something in the article that has not changed over time. What facts might you need to evaluate how something changed over time? What graph might help you evaluate how successful or effective a law or project has been over time?</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 3. Students identify and interpret the multiple causes and effects of historical events.
Craft & Structure	
<p>4. Determine the meanings of words and phrases in a text relevant to a <i>grade 2 topic or subject area.</i> (See grade 2 Language standards 4-6 on pages 25-26 for additional expectations.)</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation.</i> <p>HSS 2.2.3 <i>Map elements: title, legend, directional indicator, scale, and date</i> HSS 2.2.4 <i>urban, suburban, and rural</i> HSS 2.3.2 <i>trade, cultural contracts, treaties, diplomacy, military force</i> HSS 2.4.1 <i>food production, consumption, farmers, processors, distributors, weather, land and water resources</i> HSS 2.4.2 <i>consumers, producers, goods, services</i></p>
<p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	
<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.



Integration of Knowledge & Ideas	
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Research, Evidence, and Point of View 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>8. Describe how reasons support specific points the author makes in a text.</p>	<p>Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources.</p>
<p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Research, Evidence, and Point of View 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>Historical Interpretation Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>HSS Framework Biographies: George Washington Carver, Marie Curie, Louis Pasteur, Charles Drew, Thomas Edison, and Jackie Robinson, leaders from all walks of life: artists, authors, musicians, athletes, problem solvers, local heroes, people who have made a difference.</p>



Reading Standards: Foundational Skills 2nd (RF)	HSS Framework History Social-Science Analysis Skills
Print Concepts	
1. (Not applicable)	
Phonological Awareness	
2. (Not applicable)	
Phonics & Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text</u>.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p>Chronological and Spatial Thinking</p> <p>2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i>.</p> <p>HSS 2.2.1 & 3 Map elements: <i>grid, title, scale, and date</i></p> <p>HSS 2.3.2 <i>trade, treaties, force</i></p> <p>HSS 2.4.1 <i>food, land and water</i></p> <p>HSS 2.4.2 <i>consume, produce, and goods</i></p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. 	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>

Writing Standards 2nd (W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>), to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> What influenced the opinions of your ancestors to move to where you now live? Supply reasons that they gave for wanting to move. What differences of opinions might there have been before the decision was made to move? In your opinion did they may a wise choice to move? Conclude with the following sentence frame: <i>In my opinion my ____ made a ____ choice when they decided to come to the United States because ____.</i> Many things influence people when they are shopping. State your opinion about what influences you to make a purchase when you buy something. (for example an ad on television, also, a friend got something, because you saw a display at the store, or the school asked you,) How did you decide what to buy? Give details and reasons from your experience or the experiences of others to support your opinion. Close by referring back to your opening paragraph. Close by referring back to the opening paragraph. <i>I always thought that ____ influenced me the most when I shop. After thinking about it my opinion ____.</i> 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. <p>HSS Standards</p> <p>2.2.3 Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.</p> <p>2.4.2 Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p>
<p>2. Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</p> <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> What are some of the things you do every day? What do your parents and/or grandparents do regularly every day? Be sure to include facts and definitions when describing what your parents, grandparents, or guardians do during the day. Include information like the tools they use or procedures they do when they work or get ready for work. Compare that to what you are doing in school. Include specific details about what you do at school. Describe what they do at the end of the day. Conclude with something that surprised or impressed you about how your lives are similar or different. To introduce the topic of lawmaking in the United States or California pick a specific law to make your point. Use facts and definitions from the state or national websites to help you describe the law-making process. Include the problem that caused the law to become necessary. Include details about the consequences of breaking the 	<p>Historical Interpretation</p> <ol style="list-style-type: none"> Students summarize the key events of the era they are studying and explain the historical contexts of those events. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. Students identify and interpret the multiple causes and effects of historical events. Students conduct cost-benefit analyses of historical and current events. <p>HSS Standards</p> <p>2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.</p> <p>2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.</p>

<p>law, and who enforces the laws. Conclude with what happens to people who break the law. Be sure to define words like fine, citation, incarceration.</p>	
<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> Looking through picture albums or old letters or interviewing people in your family can help you understand your history. Write about an interesting person in your family. Recount an event or story they tell. Use adjectives to describe the person's thoughts and feelings, and include action verbs to tell what they did. (For example: What jobs did that person have? How did the family have fun together? What were some hard times in the family? How did the family cope with hard times?) Use words like: on one occasion, another time, the most recent, a long time ago, sometimes, often, or every day. Close by telling about how you feel about this person's life. Create a memoir for your life. Remember back over all the things that have happened to you. Write about important events that happened at different ages. Start with the event that happened when you were youngest and end with the most recent event. Explain what made each event important. Create a family or community newsletter. Include articles about your grandparents and stories of their parents and brothers and sisters if anyone knows about them. Include story about something that happened to your parents or guardians. Talk about places you or your family members have been. Include pictures or artwork in your newsletter. 	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation.</i> <p>Historical Interpretation</p> <ol style="list-style-type: none"> Students summarize the key events of the era they are studying and explain the historical contexts of those events. <p>HSS Standards</p> <ol style="list-style-type: none"> 2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2.1.3 Place important events in their lives in the order in which they occurred.
Production & Distribution of Writing	
<p>4. <u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</u></p>	
<p>5. With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> Students summarize the key events of the era they are studying and explain the historical contexts of those events. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. Students identify and interpret the multiple causes and effects of historical events. Students conduct cost-benefit analyses of historical and current events.



Research to Build & Present Knowledge	
<p>7. Participate in shared research and writing projects (<i>e.g., read a number of books on a single topic to produce a report; record science observations</i>).</p> <p>Research Questions Read books and news articles about different countries and how they interact with each other. What kinds of problems might occur between nations (for example the United States and Mexico)? How do they cooperate together? (Do they accept the money from the other country, are there roads between the countries? Do the governments have agreements about how they will trade?)</p> <p>Read books, articles or watch videos about food production today and long ago. If we buy our food in the grocery store, how did it get there? Pick one or two products and explain where those items started, and how they got to the store in the package we buy them. What did stores look like 50 years ago? What did they look like 100 years ago? Describe how people got food when there were no stores.</p> <p>Do some experiments, and conduct interviews in the mall or store. If you see something in the store, and don't buy it, and you come back in a week or two, what might happen to the item? What if the store has 600 of these items, and no one wants them? What happens when someone tells you about something you just have to have at the mall, and you tell someone, and soon the whole school thinks they need this item? What happens when you go to the mall to get it?</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. <p>HSS Standards</p> <p>2.3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contracts, treaties, diplomacy, and military force.</p> <p>2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</p> <p>2.4.2 Understand the role of interdependence of buyers and sellers of goods and services.</p>
<p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. 3. Students identify and interpret the multiple causes and effects of historical events. 4. Students conduct cost-benefit analyses of historical and current events.
<p>9. (Begins in grade 4)</p>	
Range of Writing	
<p>10. Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p>	



Speaking & Listening Standards 2nd (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics</i> and <i>text</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> a. <u>Give and follow three- and four-step oral directions.</u> 	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
Presentation of Knowledge & Ideas	
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <ul style="list-style-type: none"> a. <u>Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</u> 	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>



Language Standards 2nd (L)	HSS Framework History Social-Science Analysis Skills
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. <u>Create readable documents with legible print.</u> b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., <i>feet children, teeth, mice, fish</i>). d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	<p>HSS Framework and Standards Collective Nouns: Class, family, neighborhood, community, school, army, navy, public</p>
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>HSS 2.2.2 Label from memory a simple map of the North American continent: including countries: Canada, United States of America, Mexico, Great Lakes: Lake Superior, Lake Erie, Lake Michigan, Lake Huron, Lake Ontario, major rivers and mountain ranges: Mississippi River, Rocky Mountains, Sierra Nevada Mountains, Appalachian Mountains</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English. 	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. 	<p>HSS Framework and Standards Prefixes: rezoned, interdependence, urban-suburban Root words: differ – differentiate, prime – primary, second, secondary, locate – location, direction – directional Indicate – indicator, urban-suburban, distribute – distributors, produce – production, consume – consumption, process, processors, buy – buyers, sell - sellers Compound Words: highway, railroad, farmland, overused, grandparents, classmates, wrongdoers</p>

<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	

BOLD FONT INDICATES CALIFORNIA'S 15%
Teal font indicates History Social Science

Reading Standards for Literature 3rd (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> • How does the picture in the story compare to a picture you might have taken of the same thing in your neighborhood? • In what decade might this story have taken place? • Where is the location of the story on a map? How far is the location in the story from a place you have been? How far is it from where you are now? • What are the important features of the location? Why are these characteristics significant in the story? • In what historical era did the article take place? 	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p>
<p>2. Recount stories, including, fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <ul style="list-style-type: none"> • What caused this event to happen? • Might this event have happened in a different place? Why or why not? 	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p>
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. <u>(See grade 3 Language standards 4-6 on pages 28 for additional expectations.)</u></p>	<p>Research, Evidence, and Point of View</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <ul style="list-style-type: none"> • How is your life situation similar to the characters? How is it different? • What things have changed over time since this story happened? • Could the person in this story be considered a primary source for an historic event? Why or why not? 	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
Integration of Knowledge & Ideas	
<p>7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Chronological and Spatial Thinking</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a</p>

	place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <ul style="list-style-type: none"> • Can you find the exact location of the setting on a map or globe? • Does the location contribute significantly to the outcome of the story? Why or why not? 	<p>Chronological and Spatial Thinking</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Research, Evidence, and Point of View</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p> <p>HSS Framework</p> <p><i>D'Aulaire's Christopher Columbus, Sandin's The Long Road to a New Land, Lewis's Clipper Ship, Brenner's Wagon Wheels, Shub's The White Stallion, Monjo's The Drinking Gourd, Cohen's Molly Pilgrim</i></p>

Reading Standards for Informational Text 3rd (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i>. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
<p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. 3. Students identify and interpret the multiple causes and effects of historical events.
Craft & Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. (See grade 3 Language standards 4-6 on pages 28 for additional expectations.)</p>	
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
<p>6. Distinguish their own point of view from that of the author of a text</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
Integration of Knowledge & Ideas	
<p>7. 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>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a

	place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	
<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. <p>HSS Standards</p> <p>Biographies: Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriett Tubman, Martin Luther King, Jr.</p>

Reading Standards: Foundational Skills 3rd (RF)	HSS Framework History Social-Science Analysis Skills
Print Concepts	
1. (Not applicable)	
Phonological Awareness	
2. (Not applicable)	
Phonics & Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 	<p>HSS Standards (Latin suffixes – vocabulary)</p> <p>ment – makes a noun: environment, government, document inter – between: interaction con – with: contribute</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. 	<p>HSS Standards</p> <p>Biographies of: Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.</p>

Writing Standards 3rd (W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide concluding statement or section. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> The county or region in California in which you live has many different geographical features such as rivers, lakes, mountains, and valleys. Write an opinion piece describing why you would like to live in one of those geographic areas. Provide reasons or benefits that support your choice. California was first settled by many different tribes of native Americans. When settlers from the eastern states or other countries came everyone's lives changed forever. In a few paragraphs state your opinion about who you think benefited most from the interactions between the new settlers and the Indians already living in your region? Provide reasons that support opinion from books or articles you have read. Find old newspaper, photographs or letters that tell about the lives of early leaders in your community. In your opinion who was one of the most important people or families in the development of the community in which you live? Using the primary sources that you found provide reasons for your choice. You might use the following sentence frame to conclude: Although _____ had many leaders that established the (businesses, built buildings, canals, aqueducts, bridges, roads...) after careful study, in my estimation _____'s contributions were the greatest because. _____ In over two hundred years there have been many American heroes. Chose one hero or heroine you have studied who you admire the most. Give reasons to support your opinion. What risks did the person take to secure our American freedoms? In your opinion how does doing your best in school build your personal human capital? 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. <p>Understand that individual economic choices involve trade-offs</p> <p>HSS Standards</p> <ol style="list-style-type: none"> 1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). 2.1 Describe national identities, religious beliefs, customs, and various folklore traditions (of American Indians). 2.4 Discuss the interaction of new settlers with the already established Indians of the region. 3.3 Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. 4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, and Martin Luther King, Jr.). 5.4 Discuss the relationship of students' "work" in school and their personal human capital.

<p>2. Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> Think about local resources near where you live such as agricultural land, rivers, minerals, or forests. Include illustrations or stories that describe how these resources were used, and how people modified the environment to use them. (e.g., building a dam, a canal system, a tunnel). Include definitions of equipment used to change the land. What were some of the customs of a local American Indian tribe? Describe each custom with facts, definitions and details. Include a definition of what a custom is. Describe the economics established by the settlers. Include definitions and details of business that are not common today such as a blacksmith or a typesetter. How have those practices influenced our present-day economy? Choose a national landmark or symbol. Describe the history of that landmark or symbol. What are the three branches of government? Include definitions, facts and details to describe what each branch does? How do the branches work together? Consider how a business in the past or present (for example a dairy) has used or is using natural, human, and capital resources. Use pictures, examples and definitions to explain what these resources are and how they are used. 	<p>Historical Interpretation</p> <ol style="list-style-type: none"> Students summarize the key events of the era they are studying and explain the historical contexts of those events. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. Students identify and interpret the multiple causes and effects of historical events. Students conduct cost-benefit analyses of historical and current events. <p>HSS Standards</p> <p>3.1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment.</p> <p>3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions (of American Indians).</p> <p>3.3.2 Describe the economics established by the settlers and their influence on the present-day economy.</p> <p>3.4.3 Know the histories of important local and national landmarks, symbols.</p> <p>3.4.4 Understand the three branches of government.</p> <p>3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.</i>)</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
<p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	
<p>Research to Build & Present Knowledge</p>	
<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

	<p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>	<p>4. Students conduct cost-benefit analyses of historical and current events.</p>
<p>9. (Begins in grade 4)</p>	
<p>Range of Writing</p>	
<p>10. Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>HSS Standards</p> <p>3.4.5 Describe the ways in which California ... contribute to the making of our nation...</p> <p>3.5.1 Describe the ways in which local producers have used and are using natural, human and capital resources to produce goods and services.</p>

Speaking & Listening Standards 3rd (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>HSS Standards</p> <p>3.3.3 Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time...</p> <p>3.5.4 Describe the relationship of students' "work" in school and their personal human capital.</p>
<p>2. 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>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
Presentation of Knowledge & Ideas	
<p>4. 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> <ul style="list-style-type: none"> a. <u>Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</u> 	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>5. 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>Chronological and Spatial Thinking</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29)</p>	

for specific expectations.)	
Language Standards 3rd (L)	HSS Framework History Social-Science Analysis Skills
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. <u>Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</u> b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. <u>Use reciprocal pronouns correctly</u> d. Form and use regular and irregular plural nouns. e. Use abstract nouns (e.g., <i>childhood</i>) f. Form and use regular and irregular verbs. g. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. h. Ensure subject-verb and pronoun antecedent agreement.* i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. j. Use coordinating and subordinating conjunctions. k. Produce simple, compound, and complex sentences 	
Knowledge of Language	
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Vocabulary Acquisition and Use	
<p>3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable /disagreeable, comfortable /uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. 	<p>Geography – geographical Heroes – heroic Economy – economical Constitution – constitutional Govern – government Religion - religious</p>
<p>4. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., 	Public virtue



California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 3

<p><i>knew, believed, suspected, heard, wondered).</i></p>	
<p>5. Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Chronological and Spatial Thinking 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i>.</p>

BOLD FONT INDICATES CALIFORNIA'S 15%
Teal font indicates History Social Science

Reading Standards for Literature 4th (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Historical Interpretation</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>
<p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p>
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). (See grade 4 Language standards 4-6 on pages 28 for additional expectations.)</p>	
<p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and</p>

	<p>architecture.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
Integration of Knowledge & Ideas	
<p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
8. (Not applicable to literature)	
<p>9. Compare and contrast the treatment of similar themes and topic (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Chronological and Spatial Thinking</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>HSS Standards</p> <p>4.2.1 Native Americans</p> <p>4.2.2 Settlers</p> <p>4.2.3 Explorers</p> <p>4.3.3 Gold Rush</p> <p>4.4.3 Chinese</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</p>	<p>No literature suggested in the HSS Framework</p> <p>CCCSS: <i>A History of US</i>, Joy Hakim</p>

Reading Standards for Informational Text 4th (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Historical Interpretation</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>
<p>3. 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>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>Historical Interpretation</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p>
Craft & Structure	
<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (See grade 4 Language standards 4-6 on pages 28 for additional expectations.)</p>	<p>longitude, latitude, North and South Poles, equator, prime meridian, tropics, hemisphere, colonization, exploration, missionaries, Franciscans, Catholicism, secularization, settlements, transcontinental railroad, aerospace industry, Constitution, officials, rancheros, reservations, counties, cities</p>
<p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Historical Interpretation</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p>
<p>6. 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>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p>
Integration of Knowledge & Ideas	
<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Chronological and Spatial Thinking</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p>

<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Research, Evidence, and Point of View 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Historical Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 3. Students identify and interpret the multiple causes and effects of historical events.</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p> <p>HSS Standards and Framework Biographies: Captain James Cook, Vitus Bering, Juan Cabrillo, Juan Crespie, Junipero Serra, Gaspar de Portola, Jedediah Smith, James Beckwourth, John Bidwell, Donner, John C. Fremont, Pio Pico, John Sutter, Mariano Guadalupe Vallejo, Louise Clapp, Biddy Mason, Louis B. Mayer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne, Cesar Chavez.</p>

Reading Standards: Foundational Skills 4th (RF)	HSS Framework History Social-Science Analysis Skills															
Print Concepts																
1. (Not applicable)																
Phonological Awareness																
2. (Not applicable)																
Phonics & Word Recognition																
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>(From the HSS Standards & Framework)</p> <table border="0"> <tr> <td>immigrants</td> <td>hydraulic</td> <td>chronological</td> </tr> <tr> <td>agriculture</td> <td>diversity</td> <td>multiethnic</td> </tr> <tr> <td>exclusion</td> <td>nonviolent</td> <td></td> </tr> <tr> <td>telegraph</td> <td>settlements</td> <td></td> </tr> <tr> <td>aqueducts</td> <td>technology</td> <td></td> </tr> </table>	immigrants	hydraulic	chronological	agriculture	diversity	multiethnic	exclusion	nonviolent		telegraph	settlements		aqueducts	technology	
immigrants	hydraulic	chronological														
agriculture	diversity	multiethnic														
exclusion	nonviolent															
telegraph	settlements															
aqueducts	technology															
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	<p>Biographies Captain James Cook, Vitus Bering, Juan Cabrillo, Juan Crespie, Junipero Serra, Gaspar de Portola, James Beckwourth, John Bidwell, John C. Fremont, Pio Pico, John Sutter, Mariano Guadalupe Vallejo, Louise Clapp, Biddy Mason, Louis B. Mayer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne</p> <p>Topics Gold Rush, Pony Express, transcontinental railroad, missions.</p>															

Writing Standards 4th (W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> Were the California Indians better off before or after the arrival of the explorers? Support your reason why or why not stating facts and details from primary or secondary sources. To close you might use a sentence frame such as: <i>The evidence from ___ is clear. Others might disagree that ___, but my opinion (has/has not) changed. In conclusion I strongly believe that ___.</i> On which did the Gold Rush have a greater effect: on the environment or the settlers? Use facts and details from historical documents, eyewitness accounts, diaries, and or photographs in support of your opinion. Consider the transcontinental railroad from different points of view: the Federal government, the settlers in the West, the environment, the big four, the merchants in the East, the Chinese, the Irish, or the Native Americans? Write an opinion piece from one point of view stating which groups you believe benefitted from the building of the transcontinental railroad? Which groups were harmed? Use facts and details based on historical documents, eyewitness accounts, letters, diaries, artwork and photographs how did the benefits from the construction of the transcontinental railroad compare to the damages it caused to any specific group? Close with a statement related to the opinion presented. Was the Chinese Exclusion Act (Gold Rush, Missions, or Ranchos) positive or negative? Provide reasons that are supported by facts and details from historical documents, eyewitness accounts, letters, diaries, artwork and photographs. Explain multiple effects and state your opinion based on a specific point of view. (For instance, how were the Chinese affected for years to come? How were other immigrants affected?) Reaffirm your opinion in the conclusion. 	<p>Historical Interpretation</p> <p>3. Students identify and interpret the multiple causes and effects of historical events.</p> <p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>HSS Standards</p> <p>HSS 4.2.1 Discuss the major nations of CA Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p> <p>HSS 4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (John Sutter, Mariano Guadalupe Vallejo, Louse Clapp)</p> <p>HSS 4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> <p>HSS 4.4.3 Discuss immigration and migration to CA between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (example: the 1882 Chinese Exclusion Act).</p>

- 2.** Write **informative / explanatory** texts to examine a topic and convey ideas and information clearly.
- 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also because*).
 - Use precise language and domain specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

Writing Performance Tasks:

- In several paragraphs summarize key events in the era of the explorers to compare the explorations of Juan Crespi, Junipero Serra, and Gaspar de Portola. Develop the topic with facts, definitions, and details about the relationships between soldiers, missionaries and Indians. To close you might use a sentence frame such as: *During the period of ___each of the three explorers contributed ___ to ___. Their most obvious differences were that ___.*
- Pick a person who might have occupied a presidio (mission, rancho, pueblo). Identify the human and physical characteristics of the place. Explain how those features helped determine the activities of the people living there. Using facts, quotations and information from historical documents, artwork, and maps describe a typical day in that person's life. Use precise language and vocabulary specific to that location and era in history.
- In several paragraphs using headings and illustrations in a multi-media presentation summarize key events pertaining to the role of the Franciscans in changing the economy of California. Include facts and details about how the physical characteristics of the place might have also contributed to changing the economy of California.
- Using maps and artwork along with facts and details from reliable secondary sources describe the effects of the Mexican War for Independence on Alta California. In several paragraphs with effective headings identify the multiple effects of this war in a multimedia presentation.
- In several paragraphs conduct a cost-benefit analysis and describe the effects of land grants given during Mexican rule. Define specific economic vocabulary. Consider the different points of view of the different groups of people living in California at that time.

Historical Interpretation

- Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
- Students conduct cost-benefit analyses of historical and current events

Research, Evidence, and Point of View

- Students identify and interpret the multiple causes and effects of historical events.
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

HSS Standards

- HSS 4.2.3 Describe the Spanish exploration and colonization of CA, including the relationships among soldiers, missionaries, and Indians (Juan Crespi, Junipero Serra, Gaspar de Portola)
- HSS 4.2.5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
- HSS 4.2.6 Discuss the role of the Franciscans in changing the economy of CA from a hunter-gatherer economy to an agricultural economy.
- HSS 4.2.7 Describe the effects of the Mexican War for Independence on Alta CA, including its effects on the territorial boundaries of North America.
- HSS 4.2.8 Discuss the period of Mexican Rule in CA and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.
- HSS 4.3.2 Compare how and why people traveled to CA and the routes they traveled (James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
- HSS 4.4.3 Discuss immigration and migration to CA between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (example: the 1882 Chinese Exclusion Act).
- HSS 4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 4

- Use quotations from diaries and historical documents as well as maps, artwork, and photographs to create a multi-media presentation to show what routes newcomers used to come to California before the railroad was built. Describe the physical and human characteristics of the places travelers encountered along the way, and explain why the journey was long and difficult.

California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 4

- 3.** Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an **event sequence** that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Writing Performance Tasks:

- After studying maps, and primary source diaries imagine that you are a part of the Gold Rush. Establish your situation and character and create a diary to organize the events of your first month in California in a natural sequence. Using dialogue and description and sensory details include news you might hear about politics, what you are doing every day, and what California looks like. To conclude you might use this sentence frame: A month ago I could not have imagined how _____. I will never forget one thing ____.
- You are a woman going to California to build a new life in the mid 1800s. Include descriptive details describing what you would pack. Include a dialogue with another woman about what you are packing, and what you might do if something doesn't fit into your bag.
- After looking at photos taken during the Dust Bowl immigration, imagine you are thrown back in time to the Dust Bowl era. You are sitting on the front porch of your farmhouse outside Bakersfield when suddenly appeared an endless stream of 1930s cars loaded with mattresses. About fifty of them pull and stop on your street. Use dialogue and description to show the responses of the characters you develop including your family and several immigrants. Identify the multiple effects of this event. Provide a conclusion that follows from the narrated events.
- Imagine you are writing to your teacher about what is happening to you after your family has been imprisoned at Manzanar. Include what you eat, where you sleep, what games you play, who your new friends are, how you learn, and what you want to say to all the friends you left behind. Use dialogue and narration to keep your events flowing in a natural sequence. (See Dear Miss Breed).

Historical Interpretation

- Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
- Students identify and interpret the multiple causes and effects of historical events.

HSS Standards

- HSS 4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
- 4.3.4 Study the lives of women who helped build early CA.
- 4.4.1 Understand the story of the Pony Express, Overland Mail Service, Western Union and building the transcontinental railroad.
- 4.4.2 Explain how the Gold rush transformed the economy of CA.
- 4.4.3 Discuss immigration and migration to Ca between 1850 and 1900.
- 4.4.5 Discuss the effects of the Great Depression, the Dust Bowl and WWII on CA.

California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 4

Production & Distribution of Writing	
4. Produce clear and coherent writing (<u>including multiple-paragraph texts</u>) in which the development and organization are appropriate to task, purpose, and audience. (<i>Grade-specific expectations for writing types are defined in Standards 1–3 above.</i>)	See above
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.</i>)	Research, Evidence, and Point of View 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Historical Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. 3. Students identify and interpret the multiple causes and effects of historical events.
Research to Build & Present Knowledge	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes <u>paraphrase</u> , and categorize information, and provide a list of sources.	Research, Evidence, and Point of View 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Historical Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 3. Students identify and interpret the multiple causes and effects of historical events.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (<i>e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."</i>). b. Apply <i>grade 4 Reading standards</i> to informational texts (<i>e.g., "Explain how an author uses reasons and evidence to support particular points in a text"</i>).	Historical Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. 3. Students identify and interpret the multiple causes and effects of historical events. 4. Students conduct cost-benefit analyses of historical and current events.
Range of Writing	
10. Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	Chronological and Spatial Thinking 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the

same.

5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

3. Students identify and interpret the multiple causes and effects of historical events.

4. Students conduct cost-benefit analyses of historical and current events.

Speaking & Listening Standards 4th (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>3. Identify the reasons and evidence a speaker <u>or media source</u> provides to support particular points.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
Presentation of Knowledge & Ideas	
<p>4. 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> <ul style="list-style-type: none"> a. <u>Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</u> 	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>2. Students identify and interpret the multiple causes and effects of historical events.</p>
<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>	

Language Standards 4th (L)	HSS Framework History Social-Science Analysis Skills	
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. <u>Write fluidly and legibly in cursive or joined italics.</u> b. Use <u>interrogative</u> relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. e. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* h. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* 		
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<p>(From HSS Standards) Pre-Columbian Mexican-American War Pony Express North Pole Spanish mission Mexican rancho 1882 Chinese Exclusion Bear Flag Republic</p>	<p>Great Depression Dust Bowl Overland Mail Service South Pole</p>
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). 		
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. 	<p>(From HSS Standards) transportation cultivation geographic immigration environment exploration secularization government</p>	

California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 4

<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>4.5.2 Understand the purpose of the CA Constitution...</p> <p>4.5.3 Describe the similarities (written documents, rule of law...)</p> <p>4.5.4 Describe the components of CA's governance structure (cities, towns...)</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>(From the HSS Standards & Framework)</p> <p>chronological diversity immigrants hydraulic technology agriculture telegraph nonviolent multiethnic settlements exclusion aqueducts</p>

BOLD FONT INDICATES CALIFORNIA'S 15%

Teal font indicates History Social Science

Reading Standards for Literature 5th (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>History Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 3. Students identify and interpret the multiple causes and effects of historical events</p>
<p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>History Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. 3. Students identify and interpret the multiple causes and effects of historical events.</p>
<p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>History Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 on pages 28 for additional expectations.)</p>	
<p>5. Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p>	<p>History Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>6. Describe how a narrator's or speaker's point of view influences how events are described</p>	<p>Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources.</p>
Integration of Knowledge & Ideas	
<p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. Historical Interpretation 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>

<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>HSS Framework Suggests Russell Freedman's <i>Immigrant Kids</i>, Marietta Moskin's <i>Waiting for Mama</i>, Marilyn Sachs's <i>Call Me Ruth</i> Karen Branson's <i>Streets of Gold</i>, Leonard Fisher's <i>Across the Sea from Galway</i>, Charlene Talbot's <i>An Orphan for Nebraska</i>, and Ann N. Clark's <i>To Stand Against the Wind</i>, Ben Franklin's <i>Poor Richard's Almanac</i>, and "The Whistle", Ralph Waldo Emerson's "Concord Hymn", Henry Wadworth Longfellow's "Paul Revere's Ride", Esther Forbe's <i>Johnny Tremain</i>, Patricia Clapps, <i>I'm Deborah Sampson: A Soldier in the War of the Revolution</i>, James L. Collier's <i>My Brother Sam is Dead</i>, Francis Parkman's <i>The Oregon Trail</i>, Emma Lazarus's "The New Colossus".</p>

Reading Standards for Informational Text 5th (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>2. Determine two or more main ideas and how they are supported by key details; summarize the text.</p>	<p>Historical Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>3. 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>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p>
Craft & Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. (See grade 5 Language standards 4-6 on pages 28 for additional expectations.)</p>	<p>History Interpretation 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 3. Students explain how the present is connected to the past, identifying both similarities. Chronological and Spatial Thinking 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i>.</p>
<p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>Historical Interpretation 3. Students identify and interpret the multiple causes and effects of historical events Chronological and Spatial Thinking 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i>. 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p>
<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources.</p>

Integration of Knowledge & Ideas	
<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.</p>
<p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Chronological and Spatial Thinking</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Historical Interpretation</p> <p>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p>Chronological and Spatial Thinking</p> <p>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>Research, Evidence, and Point of View</p> <p>2. Students pose relevant questions about events they encounter in historical documents.</p> <p>HSS Framework and Standards</p> <p>Biographies: Christopher Columbus, Francisco Vásquez de Coronado, John Marshall, Andrew Jackson, John Marshall, Andrew Jackson, Chief Tecumseh, Chief Osceola, Chief Logan, Chief John Ross, Captain John Smith, John Rolfe, William Penn, Anne Hutchinson, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, Nathan Hale, Benedict Arnold, William Pitt, Edmund Burke, Daniel Boone, Lewis Merriweather, William Clark, Zebulon Pike, John Fremont, Abigail Adams, Molly Pitcher, Phillips Wheatley, Mercy Otis Warren, Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben, Ingri and Edgar D'Aulaire's <i>Abraham Lincoln</i>, Benjamin Franklin's</p>

	<i>Autobiography, Margaret Cousins's Ben Franklin of Old Philadelphia.</i>
Reading Standards: Foundational Skills 5th (RF)	HSS Framework History Social-Science Analysis Skills
Print Concepts	
1. (Not applicable)	
Phonological Awareness	
2. (Not applicable)	
Phonics & Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. 	

Writing Standards 5th (W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. Provide logically ordered reasons that are supported by facts and details. Link opinions and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> In a letter to the editors of a textbook company state your opinion as to whether or not they adequately developed explanations of how the colonists and Powhatans treated each other while trading for foods and goods. Does the textbook answer questions you might have about what goods, or how and why they traded? Does it present opposing points of view? Are you satisfied with what you learned? Close with your most persuasive statement as to why they should or should not consider making changes or additions to the textbook. Possible frame: Some teachers or students might think that you should make the following changes to your textbook: _____. I think _____. Thank you for _____ Time for studying all pre-Revolutionary War conflicts in the fifth grade is limited. Your teacher has divided you into groups and become experts on one of the following: Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, and the French and Indian War. At the end of all the presentations your assignment is to write a paper stating which war you felt was most important to study and why. Include details that demonstrate the importance of the war in history. Include references to internet sites or books that were presented as research which influenced your opinion. After studying President Andrew Jackson write an essay what you thought about the Indian Removal. In the body of the essay state clearly what the opposing points of view were at that time by all of the groups of people involved. Also include your opinion of how the country might have developed differently if the Indian Removal had not taken place. Conclude with statements referring back to why or why not you agree with what President Jackson did. 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. <p>HSS Standards</p> <p>HSS: 5.3.1: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p>HSS: 5.3.3: Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War.)</p> <p>HSS: 5.3.6: Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah.)</p>

- 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (*e.g., in contrast, especially*).
 - Use precise language and domain specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

Writing Performance Tasks:

- In an essay compare and contrast the cooperation and conflict that existed among the American Indians and between the two or more different Indian nations and the new settlers in a specific region of the country and at a specific time. Include what caused conflict and why they chose to cooperate. Also mention any changes that might have occurred in their relationships.
- In a multi-media presentation identify and describe at least three different religious groups found in the American colonies. Explain the religions' similarities and differences. Consider using a concluding statement beginning such as: Although today we group many religions under the term-Judeo-Christian, during the colonial period ____.
- Write an informative essay about the impact of women because of the different roles they played during the Revolution. Draw your examples by comparing two or more of the following individuals: Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, and Mercy Otis.
- Describe the weaknesses of the Articles of Confederation. Include quotations from primary sources and secondary sources about multiple causes of these weaknesses. Include what groups of people were harmed by the Articles of Confederation?

Research, Evidence, and Point of View

- Students pose relevant questions about events they encounter in historical documents

Historical Interpretation

- Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
- Students identify and interpret the multiple causes and effects of historical events.
- Students conduct cost-benefit analyses of historical and current events.

HSS Standards

- HSS: 5.3.1: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- HSS: 5.4.3: Describe the religious aspects of the earliest colonies (*e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania*).
- HSS: 5.6.3: Identify the different roles women played during the Revolution (*e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, and Mercy Otis Warren*).
- HSS: 5.7.1: List the shortcomings of the Articles of Confederation as set forth by their critics.

California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 5

- 3.** Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Writing Performance Tasks:

- Consider a pre-Columbian tribe or people. Chose animals commonly found in the area they lived and write a fable or folk tale in which one animal tricks another to solve a problem and get out of a dangerous situation is troubling to the people of the area. Include dialogue between animals and other characters.
- Write a play or story about an ordinary citizen in Colonial Williamsburg that happens to meet Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams on the street, in a restaurant or at a public meeting. Describe the setting of Colonial Williamsburg. Include facts or quotations the citizen might have read in pamphlets by these patriots. Include facts or quotations they might have read in newspapers about these leaders. Tell the story in a natural sequence of events.
- Write a narrative or diary to describe the various roles Martha Washington played during her days as "First Lady." Use real or imagined dialogue along with historically accurate descriptions to place key events into the context of what was happening during the years of the first presidency. Describe places where she went, how she got there, and people she might have met.
- Create a documentary "The Greatest American Mapmakers" about the exploration of Lewis and Clark as they mapped the West. Use dialogue to describe the human they meet, and physical characteristics of the places they visit including wildlife that they find. Explain how the people living in the West are adapted to their different climates.

Chronological and Spatial Thinking

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.

Historical Interpretation

- Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

HSS Standards

HSS: 5.1.2 Describe their pre-Columbian settlements) varied customs and folklore traditions.

HSS: 5.5.4: Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

HSS: 5.6.3: Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, and Mercy Otis Warren).

HSS 5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

Production & Distribution of Writing

- 4.** Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (*Grade-specific expectations for writing types are defined in Standards 1–3 above.*)

Research, Evidence, and Point of View

- Students pose relevant questions about events they encounter in historical documents.

California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 5

<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.</i>)</p>	<p>Research, Evidence, and Point of View 2. Students pose relevant questions about events they encounter in historical documents.</p>
<p>6. With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Historical Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>
<p>Research to Build & Present Knowledge</p>	
<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>8. 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>Research, Evidence, and Point of View 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	<p>Research, Evidence, and Point of View 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>
<p>Range of Writing</p>	
<p>10. Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>

Speaking & Listening Standards 5th (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	<p>Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. <p>Historical Interpretation</p> <ul style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Chronological and Spatial Thinking</p> <ul style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. <p>Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
<p>3. Summarize the points a speaker <u>or media source</u> makes and explain how each claim is supported by reasons and evidence, <u>and identify and analyze any logical fallacies.</u></p>	<p>Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Presentation of Knowledge & Ideas	
<p>4. 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>a. <u>Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.</u></p> <p>b. <u>Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</u></p>	<p>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Research, Evidence, and Point of View 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>
<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>Research, Evidence, and Point of View 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>

Language Standards 5th (L)	HSS Framework History Social-Science Analysis Skills
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<p>Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. 	<p>Historical Interpretation</p> <ul style="list-style-type: none"> 3. Students identify and interpret the multiple causes and effects of historical events.



California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 5

<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">a. Interpret figurative language, including similes and metaphors, in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	

BOLD FONT INDICATES CALIFORNIA'S 15%

Teal font indicates History Social Science



HISTORY AND SOCIAL SCIENCE ANALYSIS SKILLS GRADES K-5



The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five. *In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

Analysis Skills	General Questions
Chronological and Spatial Thinking	
1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	<ul style="list-style-type: none"> • In different time periods, how did people solve problems of moving goods from over long distances? • How did people spread information from place to place during different periods in the past? • Which cultures from the past might have had an influence over the people in this story? • Place these pictures in chronological order. • Place these events in chronological order.
2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation.</i>	<ul style="list-style-type: none"> • In what decade might this story have taken place? • In what century might this story have taken place? • How far into the past might this story have taken place? • Could you see this story taking place in the present? • Could you see this story taking place in the future?
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	<ul style="list-style-type: none"> • What have cultures learned about each other throughout history? • How has your society borrowed from other cultures to change itself? • How has a culture you are studying borrowed from cultures in different areas or time periods to change their societies? • How might this story be modernized to take place in the present?
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	<ul style="list-style-type: none"> • How does the picture in the story compare to a picture you might have taken of the same thing in your neighborhood? • Where is the location of the story on a map? How far is the location in the story from a place you have been? How far is it from where you are now?
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	<ul style="list-style-type: none"> • What are the important features of the location? Why are these characteristics significant in the story? • How has the place where people lived been important in influencing how they lived? • What effect does landscape and weather have on human transportation, food, clothing, housing, and recreation?
Research, Evidence, and Point of View	
1. Students differentiate between primary and secondary sources.	<ul style="list-style-type: none"> • Who was the author of the document, and when did they live? • What part did they play in the event?

HISTORY AND SOCIAL SCIENCE ANALYSIS SKILLS GRADES K-5

	<ul style="list-style-type: none"> • Did other people at that time think they were believable?
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	<ul style="list-style-type: none"> • What are some significant or important characteristics you notice about where this story takes place? • What are you noticing about this document? • What might be missing from this document?
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	<ul style="list-style-type: none"> • What clues can you find in the text, pictures or other graphics that tell you whether the story or article is fact or fiction?
Historical Interpretation	
1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.	<ul style="list-style-type: none"> • What events happened to cause people to move from their homeland to another region or country? • When someone moves from their native country, what happens to their sense of identity? • What happens to their homeland without their influence? • What happens to the land where they move?
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places	<ul style="list-style-type: none"> • What words or pictures tell you about the physical characteristics of the location? • What words or pictures tell you about the human characteristics of the location? • What have people constructed in the location where this story or article takes place? • What has not been built that you have in your neighborhood?
3. Students identify and interpret the multiple causes and effects of historical events.	<ul style="list-style-type: none"> • What might be some other solutions that the leaders discussed to solve the problems in this situation? • Why did the leaders solve the problem the way they did? • What were the ramifications of the solution they chose? How did everything turn out? • Were new problems created because of the solutions?
4. Students conduct cost-benefit analyses of historical and current events.	<ul style="list-style-type: none"> • What would be the advantage to buying only local products? • How do strikes make a difference in working conditions? • What might unions do to protect their members? • Who would join a union? • What would the advantages and disadvantages be in joining a union? • How would a boycott make a difference and improve working conditions for people?

**Common Core Correlation for
History/Social-Science Teachers
Grades 6-12**

History/ Social Science Analysis Skills	Reading Standards for History/Social Studies 6-12		
	Grades 6-8 Students	Grades 9-10 Students	Grades 11-12 Students
Chronological and Spatial Thinking, (CST) Historical Research, Evidence & Point of View (HR) Historical Interpretation (HI)	Key Ideas and Details		
Historical Research 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	1. Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	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.
Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	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.	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.	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.
Chronological and Spatial Thinking 1. Students explain how major events are related to one another in time. Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	3. Identify key steps in a text's description of a process related to history/social studies (<i>e.g., how a bill becomes law, how interest rates are raised or lowered</i>).	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	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		
No match	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.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economical aspects of history/social science.	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 (<i>e.g., how Madison defines <i>faction</i> in Federalist No. 10</i>).
Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	5. Determine how text presents information (<i>e.g., sequentially, comparatively, and causally</i>).	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	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.

<p>Chronological and Spatial Thinking 1. Students explain how major events are related to one another in time.</p>			
<p>Historical Research 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>	<p>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>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.</p>	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, evidence, and reasoning.</p>
Integration of Knowledge and Ideas			
<p>Chronological and Spatial Thinking 2. Students construct various time lines of key events, people, and periods of the historical era they are studying. 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p>	<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in a print or digital text.</p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>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>Historical Research 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p>	<p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>Assess the extent to which the reasoning and evidence in a text supports the author's claims.</p>	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p>Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>	<p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
Range and Level of Text Complexity			
<p>Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and</p>	<p>10. By the end of grade 8, read and comprehend history/social studies text in the grades 6–8 text complexity band independently and proficiently.</p>	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p>

California Common Core Correlation ELA/History-Social Science
Grades 6-12

<p>distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p> <p>3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p> <p>4. Students recognize the role of chance, oversight, and error in history.</p> <p>5. Students recognize that interpretations of history are subject to change as new information is uncovered.</p> <p>6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>			
--	--	--	--

History/ Social Science Analysis Skills	Reading Standards for History/Social Studies 6-12		
Text Types and Purposes			
<p>R1 Students frame questions that can be answered by historical study and research.</p> <p>Historical Interpretation</p> <p>1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>Research, Evidence, and Point of View</p> <p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p> <p>Research, Evidence, and Point of View</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</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 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>Write arguments focused on <i>discipline-specific content</i>.</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>	<p>Write arguments focused on <i>discipline-specific content</i>.</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).</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. 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>
<p>Chronological and Spatial Thinking</p> <p>2. Students construct various time lines of key events, people, and periods of the historical era they are studying.</p> <p>3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods,</p>	<p>2. 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 border categories as appropriate to achieving</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.,</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.,</p>

<p>cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p>	<p>purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop a 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>	<p>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 specific 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> <p>f. 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>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> <p>d. Use precise language, domain-specific 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 specific 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 the implications or significance of the topic).</p>
<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.</p>	<p>3. Students' narrative skills continue to grow in these grades. The <i>Standards</i> require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.</p>	<p>Students' narrative skills continue to grow in these grades. The <i>Standards</i> require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.</p>	<p>Students' narrative skills continue to grow in these grades. The <i>Standards</i> require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.</p>
<i>Production and Distribution of Writing</i>			
<p>Research, Evidence, and Point of View 1. Students frame questions</p>	<p>4. Produce clear and coherent writing in which the development, organization, and</p>	<p>Produce clear and coherent writing in which the development, organization and style are</p>	<p>Produce clear and coherent writing in which the development, organization, and style are</p>

California Common Core Correlation ELA/History-Social Science
Grades 6-12

that can be answered by historical study and research.	style are appropriate to task, purpose, and audience.	appropriate to task, purpose, and audience.	appropriate to task, purpose, and audience.
Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	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.	Develop and strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.	6. Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.	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.	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.
<i>Research to Build Knowledge</i>			
Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	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.	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.
Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple 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.	Gather relevant information from multiple authoritative print and digital sources, using the 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 standard format for citation.
Research, Evidence, and Point of View 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and	9. Draw evidence from informational texts to support analysis reflection, and research.	Draw evidence from informational texts to support analysis reflection, and research.	Draw evidence from informational texts to support analysis reflection, and research.

secondary sources and draw sound conclusions from them.			
	<i>Range of Writing</i>		
<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research</p>	<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>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 tasks, purposes, and audiences.</p>	<p>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 tasks, purposes, and audiences.</p>



California Common Core Correlation ELA/History-Social Science
Grades 6-12

California Common Core Standards
For ELA/History Social-Science
Collaborative Planning
For Grades 6-8

6-8 Analysis Skills

Question Stems for Critical Thinking

Reading Standards for Literature 6-12 (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Research, Evidence, and Point of View 2. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives). Chronological and Spatial Thinking 1. Students explain how major events are related to one another in time.</p>
<p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Research, Evidence, and Point of View 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.</p>	<p>Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <u>(See grade 6 Language standards 4-6 on page 50 for additional expectations.)</u></p>	
<p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events.</p>
<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Research, Evidence, and Point of View 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
Integration of Knowledge and Ideas	
<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	<p>Research, Evidence, and Point of View 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast texts in different forms or genres (e.g.,</p>	<p>Research, Evidence, and Point of View</p>

<p>stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students distinguish fact from opinion in historical narratives and stories.</p> <p>3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>

Reading Standards for Informational Text 6-12 (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas and Details	
<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Research, Evidence, and Point of View 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events</p>
<p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <u>(See grade 6 Language standards 4-6 on page 50 for additional expectations.)</u></p>	<p>Historical migration, disintegration of empires, growth of economic systems, unverifiable information, primary source, secondary source, basic indicators of economic performance, conduct a cost-benefit analysis, irrelevant information.</p>
<p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. <u>Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u></p>	<p>Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p>
<p>6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Research, Evidence, and Point of View 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
Integration of Knowledge and Ideas	
<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p>
<p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Research, Evidence, and Point of View 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from</p>

	<p>unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>
<p>9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. HSS Framework Bible Stories suggested: <i>Creation, Noah, the Tower of Babel, Abraham, the Exodus, the Ten Commandments, Ruth and Naomi, David, Daniel and the Lion's Den, selections from Psalms and Proverbs; Homer's Iliad and Odyssey, Aesop's Fables, Pericles' Funeral Oration</i></p>

Writing Standards 6-12 (W)	HSS Framework History Social-Science Analysis Skills
<p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce a claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> What arguments can be made in favor of representative democracy? What are the arguments in favor of direct democracy? Which one is the more effective form of government and why? What argument could be made about the effectiveness of Confucius and his ideas in solving the political and cultural problems that were common during his life? Who was more influential in transitioning Rome from a republic to an empire, Julius or Augustus Caesar? Include arguments or reasons stating both positive and negative characteristics, actions, and contributions of each ruler. Make a claim as to which Greek figure you consider as having made the most important contribution to society today. Support your claims with evidences of their work can be seen in art and science today. Determine which Roman legacy you think has had the biggest impact on the world today. Support your decision with reasons and facts. You may include photographs of present day architecture, or documents based on ideas from the Roman Empire. 	<p>Research, Evidence, and Point of View</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>Historical Interpretation</p> <p>5. Students recognize that interpretations of history are subject to change as new information is uncovered.</p> <p>HSS Standards</p> <p>6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.4.8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, and Thucydides).</p> <p>6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p> <p>6.7.4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</p> <p>6.7.8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.</p>
<p>2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students frame questions that can be answered by historical study and research. Students distinguish fact from opinion in historical narratives and stories. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. <p>HSS Standards</p> <p>6.1. (1-3) Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p>

<p>inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> When a hunter-gatherer society was limited in what they could acquire, how did they choose what to do without or find other ways of getting what they needed? What military strategies were used to by the aggressors of the Peloponnesian War, and what were the economic consequences of the war? Using details or quotations from current legal codes in California and the United States compare state and federal laws to The Ten Commandments listed in the Torah as the ten laws given by God to Moses. Which of the Ten Commandments deal with societal issues? What caused the transition from tyranny to oligarchy to democratic forms of government in the ancient Greeks? 	<p>6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p> <p>6.2.5 Discuss the main features of Egyptian art and architecture.</p> <p>6.4.2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles' Funeral Oration</i>).</p> <p>6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Peloponnesian War.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters.</p> <p>c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> Imagine you are living in Ancient Egypt in about the year 1473 B.C. Queen Hatshepsut has just come into power create a 2-4 page newspaper including ads for trade items, a news, item, society article, and an editorial or letter to the editor. You are a traveler on the Silk Road during the Han Dynasty keeping a diary during your seven month trip to record not only what you bought and sold, the weather, and other obstacles, but ideas you gathered from other travelers along the way. Explain what you think of the strong central government, and how it makes your work as a traveler easier or more difficult. 	<p>Research, Evidence, and Point of View</p> <p>1. Students frame questions that can be answered by historical study and research.</p> <p>HSS Standards</p> <p>6.2.7 Understand the significance of Queen Hatshepsut and Ramses the Great.</p> <p>6.6.6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p>

Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)	Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.
Research to Build Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Research, Evidence, and Point of View 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
Range of Writing	
10. Write routinely over extended time frames (time for research, 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.	Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.

Speaking & Listening Standards 6-12 (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students frame questions that can be answered by historical study and research. Students distinguish fact from opinion in historical narratives and stories. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students distinguish fact from opinion in historical narratives and stories. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
Presentation of Knowledge and Ideas	
<p>4. Present claims and findings (e.g., <u>argument, narrative, informative, response to literature presentations</u>), and sequencing ideas logically and using pertinent descriptions, facts, and details <u>and nonverbal elements</u> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ol style="list-style-type: none"> <u>Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion.</u> 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students frame questions that can be answered by historical study and research.
<p>5. Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students frame questions that can be answered by historical study and research.
<p>6. Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students frame questions that can be answered by historical study and research.

Language Standards 6-12 (L)	HSS Framework History Social-Science Analysis Skills
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>) correctly. c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	
Conventions of Standard English (continued)	
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.* b. Spell correctly. 	
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone. 	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) 	

Vocabulary Acquisition and Use (continued)	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

BOLD FONT INDICATES CALIFORNIA'S 15%

Teal font indicates History Social Science

* Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and reading are marked with an asterisk.*

Reading Standards for Literature 6-12 (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p> <p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p> <p>Chronological and Spatial Thinking</p> <p>1. Students explain how major events are related to one another in time.</p>
<p>2. Determine a theme or central idea of a text and analyze its developments over the course of the text; provide an objective summary of the text.</p>	<p>Research, Evidence, and Point of View</p> <p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p>3. Analyze how particular lines elements of a story or drama interact (e.g., how setting shapes the characters plot).</p>	<p>Historical Interpretation</p> <p>1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p>
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i>) on a specific verse or stanza of a poem or section of a story or drama. <u>(See grade 7 Language standards 4-6 on page 50 for additional expectations.)</u></p>	
<p>5. Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>Historical Interpretation</p> <p>3. Students explain the sources of historical continuity and how the combination of ideas and events.</p>
<p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>

Integration of Knowledge & Ideas	
<p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>Research, Evidence, and Point of View</p> <p>2. Students distinguish fact from opinion in historical narratives and stories.</p> <p>3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>HSS Framework and Standards Biographies</p> <p><i>The Thousand and One Nights</i>, poetry of Omar Khayyam, <i>Qur'an, Sunnah</i>, contributions of Muslim scholars, <i>Tale of Genji</i>, Murasaki Shikibu, Japanese Haiku poetry, <i>Beowulf</i>, English epic poetry, writings of Shakespeare, Cervantes, Machiavelli, <i>Magna Carta</i>, <i>English Bill of Rights</i>, <i>French Declaration of the Rights of Man and of the Citizen</i>, <i>American Declaration of Independence</i>.</p>

Reading Standards for Informational Text 6-12 (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Research, Evidence, and Point of View</p> <p>3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Historical Interpretation</p> <p>1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p> <p>3. Students explain the sources of historical continuity and how the combination of ideas and events</p>
<p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Research, Evidence, and Point of View</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <u>(See grade 7 Language standards 4-6 on page 50 for additional expectations.)</u></p>	<p>HSS Standards and Framework</p> <p>Historical migration, disintegration of empires, growth of economic systems, unverifiable information, primary source, secondary source, basic indicators of economic performance, conduct a cost-benefit analysis, irrelevant information</p>
<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>Historical Interpretation</p> <p>2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p>
<p>6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Research, Evidence, and Point of View</p> <p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
Integration of Knowledge & Ideas	
<p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>Historical Interpretation</p> <p>1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p> <p>3. Students explain the sources of historical continuity and how</p>

	the combination of ideas and events explains the emergence of new patterns.
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<p>Research, Evidence, and Point of View</p> <p>2. Students distinguish fact from opinion in historical narratives and stories.</p> <p>3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<p>Research, Evidence, and Point of View</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>Research, Evidence, and Point of View</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>HSS Framework and Standards Biographies <i>Constantine, Muhammad, Prince Shotoku, Charlemagne, Gregory VII, Emperor Henry IV, St. Thomas Aquinas, Marco Polo, Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare, Botticelli, Raphael, Titian, VanEyck, Dürer, Desiderius, Erasmus, Martin Luther, John Calvin, William Tyndale, Copernicus, Galileo, Kepler, Newton, Bacon, Descartes, John Locke, Charles-Louis Montesquieu, American Founders.</i></p>

Writing Standards 6-12(W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> In your opinion, what was Rome's most critical weakness? Support your claim with evidence, and include responses to possible counter-arguments. In your opinion, how did the Sung and Mongol periods influence Confucian thought? Support your claim with evidence, and include responses to possible counter-arguments. During which time period, Mongol Ascendancy or Ming Dynasty were maritime expeditions between China and other civilizations most important? Support your claim with evidence, and include responses to possible counter-arguments. In your opinion, what role played a bigger part in the development of states and cities in West Africa, family, labor specialization or regional commerce? Define the attributes of the Warrior Code. Make an argument as to whether or not you think it continues to influence life in Japan today? If so, in what ways does the warrior code impact life today? If not, when was the last evidence of its influence on Japanese code of conduct? In your opinion what was the most significant cause of the religious Crusades? How might the course of the Crusades have been different if that one issue had not been a factor? Would you rather have been a citizen of the Mayan, Aztec, or Incan society? Explain the choice, including pros and cons of all choices. Which Italian city, Florence, Venice or Milan, would you argue was the most important in the early stages of the Renaissance? 	<p>Research, Evidence, and Point of View</p> <p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>Historical Interpretation</p> <p>5. Students recognize that interpretations of history are subject to change as new information is uncovered.</p> <p>HSS Standards</p> <p>7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</p> <p>7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.</p> <p>7.3.4 Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.</p> <p>7.4.2 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p>7.5.3 Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i>, <i>daimyo</i>, and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.</p> <p>7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.</p> <p>7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p>7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities, with emphasis on the cities' importance in the spread of Renaissance ideas.</p> <p>7.8.4 Describe the growth and effects of new ways of disseminating information.</p> <p>7.9.6 Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.</p> <p>7.10.2 Understand the significance of the new scientific theories and the significance of new inventions.</p> <p>7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European world view.</p> <p>7.11.5 Describe how democratic thought and institutions were influenced by Enlightenment thinkers.</p>

<ul style="list-style-type: none"> • What do you think was the most significant advancement during the Renaissance? • How did missionaries impact Christianity? Was this positive or negative? Why? • What do you think was the most significant invention during the Scientific Revolution? How did that invention influence political institutions of the time? • In your opinion, who was the most significant explorer? Why? • Which European philosopher would you argue had the biggest impact on the development of democratic thought and institutions: Locke, Voltaire, Montesquieu or Rousseau? 	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> • Describe the establishment by Constantine of the new capital in Constantinople. • How did the establishment of trade routes among Asia, Africa, and Europe affect the growth of cities? • Describe the reunification of China under the Tang Dynasty. • Describe the importance of written and oral traditions in the transmission of African history. • How did Japan's proximity to China and Korea influence each country's religious beliefs and practices? • What was the effect of the bubonic plague on Europe during the Middle Ages? • Compare and contrast the artistic and oral traditions in the 	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> Students explain how major events are related to one another in time. Students construct various time lines of key events, people, and periods of the historical era they are studying. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students frame questions that can be answered by historical study and research. Students distinguish fact from opinion in historical narratives and stories. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. <p>HSS Standards</p> <p>7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p> <p>7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes, and the role of merchants in Arab society.</p> <p>7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.</p> <p>7.4.5 Describe the importance of written and oral traditions in the transmission of African history and culture.</p> <p>7.5. 1 Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.</p> <p>7.6.7 Map the spread of the bubonic plague from Central Asia to</p>

<p>Mayan, Aztec, and Incan civilizations.</p> <ul style="list-style-type: none"> • How did Gutenberg's printing press impact literacy and the sharing of ideas? • How did the division in European regions influence the distribution of religions in the New World? • How did scientific rationalism influence the growth of democratic ideas? • Choose an explorer. Describe the route and the voyage that led to that explorer's great discovery. 	<p>China, the Middle East, and Europe and describe its impact on global population.</p> <p>7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.</p> <p>7.8.4 Describe the growth and effects of new ways of disseminating information.</p> <p>7.9.4 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.</p> <p>7.10.3 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.</p> <p>7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European world view.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects the narrated experiences or events. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> • You have gone back in time to Ancient Rome. You are a gladiator. Describe a day in your life. • You are on the pilgrimage to Mecca. Describe a day in your life. • You are a Samurai warrior in Ancient Japan and you have just disgraced your master. What are your loyalties and values? • You are a peasant crusader who is having second thoughts about your king. Describe what you're thinking and what your choices are. • You are an Aztec warrior. Describe a day in your life. • You are a trader, and you have just joined your uncle's caravan on the "Silk Road." Describe a day in your life. 	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> Students explain how major events are related to one another in time. Students construct various time lines of key events, people, and periods of the historical era they are studying. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students frame questions that can be answered by historical study and research. <p>HSS Standards</p> <p>7.1.1 Study the early strengths and lasting contributions of Rome and its ultimate internal weaknesses.</p> <p>7.2.2 Trace the origins of Islam and the life and teachings of Muhammed, including Islamic teachings on the connection with Judaism and Christianity.</p> <p>7.5.3 Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i>, <i>daimyo</i>, and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.</p> <p>7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.</p> <p>7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p>7.8.3 Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.</p> <p>7.10.2 Understand the significance of the new scientific theories and the significance of new inventions.</p>

<ul style="list-style-type: none"> You have gone back in time and are sitting at Galileo's trial. Describe what you see and hear. 	
<i>Production & Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p>	<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.</p>
<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.</p>
<i>Research to Build & Present Knowledge</i>	
<p>7. Conduct short focused research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	
<p>8. Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>
<p>9. Draw evidence from literary or informational text to support analysis, reflection and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p>	<p>Research, Evidence, and Point of View 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>
<i>Range of Writing</i>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p>

Speaking & Listening Standards 6-12 (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views 	<p>(1a) Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research. 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. <p>(1c) Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research. <p>(1d) Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
<p>2. 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>Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
<p>3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them
Presentation of Knowledge & Ideas	
<p>4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> a. <u>Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.</u> 	<p>Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research.
<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research.
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.</p>	<p>Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research.

Language Standards 6-12 (L)	HSS Framework History Social-Science Analysis Skills
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their functions in specific sentences. b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). b. Spell correctly. 	
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech <u>or trace the etymology of words</u>. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) 	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/ antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotation (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	



<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
---	--

BOLD FONT INDICATES CALIFORNIA'S 15%

Teal font indicates History Social Science

* Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and reading are marked with an asterisk.*

Reading Standards for Literature 6-12 (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p> <p>Historical Interpretation</p> <p>1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p> <p>3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p>
<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Historical Interpretation</p> <p>1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p>
<p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students frame questions that can be answered by historical study and research.</p> <p>2. Students distinguish fact from opinion in historical narratives and stories.</p> <p>3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p> <p>4. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 on page 50 for additional expectations.)</p>	
<p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p> <p>2. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p>6. Analyze how a differences in the points of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	

Integration of Knowledge & Ideas	
<p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>Research, Evidence, and Point of View 1. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research. 2. Students distinguish fact from opinion in historical narratives and stories. Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	<p>HSS Standards & Framework <i>My Antonia</i>, Willa Cather, <i>Giants of the Earth</i>, O.E. Rolvaag, <i>How the Other Half Lives</i>, <i>The Battle with the Slum</i>, Jacob Riis, <i>What the Black Man Wants</i>, Frederic Douglass, <i>Appeal</i>, David Walker, <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe, <i>American Notes</i>, Charles Dickens, works of: Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Laura Ingalls Wilder, Washington Irvine, James Fenimore Cooper CCCSS <i>Huckleberry Finn</i>, Mark Twain, "The Road Not Taken", Robert Frost, "Letter to Thomas Jefferson", John Adams, <i>Narrative of the Life of Frederick Douglass</i>, <i>An American Slave</i>, Frederick Douglass, <i>Harriett Tubman Director of the Underground Railroad</i>, Ann Petry, <i>Travels with Charley in Search of America</i>, John Steinbeck, <i>Moby Dick</i> Herman Melville, <i>Little Women</i>, Louisa May Alcott, "Paul Revere's Ride" and "The song of Hiawatha", Henry Wadsworth Longfellow</p>

Reading Standards for Informational Text 6-12 (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 2. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 3. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
<p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
<p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Research, Evidence and Point of View</p> <ol style="list-style-type: none"> 1. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>(See grade 8 Language standards 4-6 on page 50 for additional expectations.)</u></p>	
<p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>a. <u>Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</u></p>	
<p>6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Research, Evidence and Point of View</p> <ol style="list-style-type: none"> 1. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
Integration of Knowledge & Ideas	
<p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Research, Evidence and Point of View</p> <ol style="list-style-type: none"> 1. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
<p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>Research, Evidence and Point of View</p> <ol style="list-style-type: none"> 1. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 2. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

<p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Research, Evidence and Point of View</p> <ol style="list-style-type: none"> 1. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 2. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p>Research, Evidence and Point of View</p> <ol style="list-style-type: none"> 1. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. <p>HSS Standards and Framework <i>McGuffey Readers, George Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adam's Fourth of July 1821 Address, Monroe Doctrine, Plessy v. Ferguson decision (1896), Chief Joseph's Surrender Speech at Bears Paw Battle October 5, 1877, Gettysburg Address, Emancipation Proclamation, Lincoln's inaugural addresses, Description of Life on a Southern Plantation, Fanny Kemble, The Columbian Orator, Common Sense, Thomas Paine, Magna Carta, English Bill of Rights of 1689, Mayflower Compact, Federalist Papers, Declaration of Independence, historical documents on Nat Turner, Denmark Vesey, States' Rights Doctrine, Missouri Compromise (1820), Wilmot Proviso. Compromise of 1850, the Kansas-Nebraska Act (1854), Dred Scott v Sandford decision (1857), Lincoln-Douglas debates (1858), writings of Daniel Webster and John C. Calhoun, Lincoln's "House Divided speech (1858), Thirteenth, fourteenth, and Fifteenth Amendments to the Constitution</i></p> <p>Biographies: <i>Annie Bidwell, Andrew Carnegie, John D. Rockefeller, Leland Stanford, Harriett Tubman, John Brown, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass, Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony, Horace Mann, Alexander Hamilton, John Jay, James Madison, Roger Sherman, Gouverneur Morris, James Wilson, Samuel Gompers, Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright</i></p>

Writing Standards 6-12(W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> The Virginia Plan proposed that there be two houses of Congress so that powers would be shared between them. Small states and large states argued about how many representatives they should send to the Senate and House of Representatives. On one side of the debate was the idea that each state should have equal numbers of representatives no matter how many people lived in the state. On the other side of the debate was that the number of representatives from a given state should be based on how many people lived in the state. Could the Constitution have been written without compromise? Two clauses in the Constitution are vague allowing lawmakers to decide what they think is best for the public. Congress can collect taxes to pay for the general welfare of the people of the United States. Have the 'necessary and proper' and 'general welfare' clauses in the Constitution resulted in too general, unnecessary, and improper exercised of congressional power? Could a strong feeling of nationalism have developed after the War of 1812 without an improved transportation system? Use arguments from proponents and opponents of Henry Clay's proposal of the American System to justify your stand. Did the benefits of the South's development of an agrarian economy outweigh the costs? Business people and merchants disagreed with many Americans over the support and effectiveness of Second Bank of the United States. The Bank President, Nicholas Biddle did favors for many powerful politicians in Congress to renew the Bank's charter in 1832 allowing it to continue operating. Was President Andrew Jackson 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students frame questions that can be answered by historical study and research. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. <p>Historical Interpretation</p> <ol style="list-style-type: none"> Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. <p>HSS Standards</p> <p>8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.</p> <p>8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p> <p>8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</p> <p>8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).</p> <p>8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</p> <p>8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).</p> <p>8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p> <p>8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.</p> <p>8.10.1 Compare the conflicting interpretations of state and federal</p>

<p>justified in vetoing the bill to re-charter the 2nd National Bank?</p> <ul style="list-style-type: none"> Was the Reconstruction a success or a failure? What lasting gains came from the Reconstruction Period? What setbacks did African-American endure? 	<p>authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.</p> <p>8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.</p>
<p>2. Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> Explain what improvements were made to the country's transportation system and how they contributed to unite the different regions in the country. How did the direction of the transportation system contribute to the development of Nationalism? To what extent did the abolition movement set the stage for the women's rights movement? Trace the order of events up to 1920 explaining how each one contributed to the outcome of women's suffrage in the United States. After the Treaty of Paris in 1783, conflicts arose between settlers, the Native Americans, Spain, Britain and France as well as the government of the United States. How did Washington avoid war with European powers, and how did his policy of neutrality set an example for later presidents? Trace the events and political decisions that led to the development of an agrarian economy in the South prior to the Civil War. How did the political scandals in the Republican Party and economic downturn in 1873 resulted contribute to the demise of Reconstruction efforts? 	<p>Research, Evidence, and Point of View</p> <p>1. Students frame questions that can be answered by historical study and research.</p> <p>HSS Standards</p> <p>8.1.4 Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.</p> <p>8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</p> <p>8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).</p> <p>8.6.6 Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, SusanB. Anthony).</p> <p>8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</p> <p>8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p> <p>8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).</p> <p>8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.</p> <p>8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</p> <p>8.11.3 Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.</p>

- 3.** Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing Performance Tasks:

- Imagine you fell asleep under a tree, and woke up in the quaint Dutch town of Sleepy Hollow, NY. The year is 1808. A fellow by the name of Washington Irving rides up on horseback, and offers to give you a ride into New York City. As you travel, you find out that he is a writer in need of an assistant. He asks you to take notes and keep a diary of each day's experiences in the city of New York for his new book, *A History of New-York from the Beginning of the World to the End of the Dutch Dynasty*.
- You are a slave owned by Sam Turner during the antebellum period in the Southampton County, Virginia in 1828. You have many marks on your back from beatings, and you have no family left in the Turner household. They have all been sold. A fellow slave, Nat, is very bright and is always reading the Bible and preaching in his spare time. You have been listening to him for many months. Nat is convinced that God wants him to slay his enemies. He wants you and your friends to help. What are you going to do? What happens to Nat? What happens to you?

Production & Distribution of Writing

- 4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.

HSS Standards

8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

Research, Evidence, and Point of View

- Students frame questions that can be answered by historical study and research.
- Students distinguish fact from opinion in historical narratives and stories.
- Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's

	perspectives).
1. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)	
2. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.
Research to Build & Present Knowledge	
3. 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.	Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.
4. 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.	Research, Evidence, and Point of View 1. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Research, Evidence, and Point of View 1. Students distinguish fact from opinion in historical narratives and stories. 2. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 3. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
Range of Writing	
10. Write routinely over extended time frames (time for research, 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.	Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.

Speaking & Listening Standards 6-12 (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or research 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	<p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 4. Students recognize the role of chance, oversight, and error in history. 5. Students recognize that interpretations of history are subject to change as new information is uncovered. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
<p>2. 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>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students distinguish fact from opinion in historical narratives and stories. 2. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 3. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
Presentation of Knowledge & Ideas	
<p>4. Present claims and findings (e.g., <u>argument, narrative, response to literature presentations</u>), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> a. <u>Plan and present a narrative that : establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</u> 	<p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research.



<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.</p>

Language Standards 6-12 (L)	HSS Framework History Social-Science Analysis Skills
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 	
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning of words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots a clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., 	



California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 8

<i>bullheaded, willful, firm, persistent, resolute.)</i>	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

BOLD FONT INDICATES CALIFORNIA'S 15%

Teal font indicates History Social Science

* Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and reading are marked with an asterisk.*



HISTORY AND SOCIAL SCIENCE ANALYSIS SKILLS GRADES 6-8



The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight. *In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:*

Analysis Skills	General Questions
<p>Chronological and Spatial Thinking 1. Students explain how major events are related to one another in time.</p>	<ul style="list-style-type: none"> How did one civilization or culture build on another? Architecture Written language Transportation Industrialization Government systems Philosophy What impact does war have on each of the warring communities whether they are tribes, nations, or empires? What effects are felt when a community suffers an economic crisis? What happens when two or more religious philosophies come into contact?
<p>2. Students construct various time lines of key events, people, and periods of the historical era they are studying.</p>	<ul style="list-style-type: none"> Place events in chronological order and explain why they are significant enough to be on the timeline. Looking at a timeline what developed over time? How did the events on a specific timeline build on one another? What were the multiple causes for an event?
<p>3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p>	<ul style="list-style-type: none"> How do the land's physical features affect expansion of peoples, ideas and trade? How have the boundaries of states, nations, and empires been formed? What other social, political, economic, or cultural data affects the expansion or contraction of the borders of states, countries, and empires? What trends do you notice? How have civilizations interacted with and changed their environments?
<p>Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.</p>	<ul style="list-style-type: none"> Pick a topic or issue you would like to study, and develop an analytical argument or question. Read, analyze, and ask questions about several sources of information both primary and secondary. Return to your original thesis statement, and rewrite or make it more specific based on what you learned from your sources.
<p>2. Students distinguish fact from opinion in historical narratives and stories.</p>	<ul style="list-style-type: none"> When and why would the author use footnotes, endnotes and a bibliography? Why is it important to refer to them? What key words might alert you to an opinion statement? Are they most often adjectives, nouns or verbs or can they be any of those? What words might point to a factual statement even in an emotional or propaganda speech?
<p>3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p>	<ul style="list-style-type: none"> Who wrote the story, and what are their credentials? What do you know about the real characters in the story? What do you know about the real events in the story? What are the main ideas of this story or historical narrative?
<p>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>	<ul style="list-style-type: none"> If you find a primary document on the internet, how do you know it has not been changed in any way? How did the primary and secondary sources support your conclusion? How did the research refine your original opinions on the topic or issue?

HISTORY AND SOCIAL SCIENCE

ANALYSIS SKILLS GRADES 6-8

<p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>	<ul style="list-style-type: none"> • What is the author's background? • In what time period is the author writing and how might that alter his or her point of view? • What statements or references does the author make or cite that you might question and want to research further?
<p>Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p>	<ul style="list-style-type: none"> • How did the surrounding historical circumstances effect the person or event? • What might be the danger of judging this event or person retrospectively?
<p>2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p>	<ul style="list-style-type: none"> • Which events on a timeline are more responsible in causing a major event, recent grievances or enduring issues? • How did the events on a specific timeline build on one another? • What were the past and more current issues that contributed to the event? • What issues were left unresolved after the key event?
<p>3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p>	<ul style="list-style-type: none"> • What has changed? What has stayed the same? Why? • How would you rate the importance of ideas over incidents in causing key event you are studying? • How do events and ideas work together to cause the change?
<p>4. Students recognize the role of chance, oversight, and error in history.</p>	<ul style="list-style-type: none"> • How might misinterpreting someone's intentions cause an event? • How does not thinking the end result through contribute to historic events? • How does not knowing all the facts contribute to historic events? • Give an example of when chance contributed to a specific historical event.
<p>5. Students recognize that interpretations of history are subject to change as new information is uncovered.</p>	<ul style="list-style-type: none"> • What role does archaeology play in understanding history? • What evidence did an author have when he or she interpreted an event? What new evidence has been found since that time? What are the implications? Does the new evidence change the original thinking? • How has new evidence changed current thinking? • How might conclusions using outdated evidence be useful in current research?
<p>6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>	<ul style="list-style-type: none"> • During the time period you are studying, what were the signs of prosperity? • During the time period you are studying, what were the signs of poverty? • What resources can you use to find the basic indicators of economic performance of any country? • How do you measure and determine of costs over benefits? • When I am shopping what motivates me to purchase or not purchase an item besides cost? • How does government decide to keep or discontinue a program based on cost-benefit analysis? • When should government spend money when there is no evidence of economic gain?

California Common Core Standards
For ELA/History Social-Science
Collaborative Planning
For
Grades 9-10

Reading Standards for Literature 9-10 (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Historical Research, Evidence, and Point of View 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations.</p>
<p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Historical Interpretation 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>
<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>HSS Standard and Framework <i>Works of: William Blake, William Wordsworth, Charles Dickens (Hard Times), Gertrude Stein, Ernest Hemingway, John Ruskin, William Morris, F. Scott Fitzgerald, George Grosz, Bertold Brecht, Elie Wiesel (Night), Diary of Anne Frank, Yevgeny Zamyatin (We), Arthur Koestler (Darkness at Noon), John Hershey (Hiroshima), Aleksandr Solzhenisyn (The Gulag Archipelago), Mark Mathabane (Kaffir Boy)</i></p>
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9/10 Language standards 4-6 on page 52 for additional expectations.)</p>	<p>HSS Standard and Framework <i>Documents: Magna Carta, American Declaration of Independence, Treaty of Versailles,, Fourteen Points, Yalta Pact, Marshall Plan,</i></p>
<p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>HSS Standard and Framework <i>Works of: Plato (Republic), William Blake, William Wordsworth, Charles Dickens (Hard Times), Gertrude Stein, Ernest Hemingway, John Ruskin, William Morris, F. Scott Fitzgerald, George Grosz, Bertold Brecht, Elie Wiesel (Night), Diary of Anne Frank, Yevgeny Zamyatin (We), Arthur Koestler (Darkness at Noon), John Hershey (Hiroshima), Aleksandr Solzhenisyn (The Gulag Archipelago), Mark Mathabane (Kaffir Boy)</i></p>
<p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>Historical Research, Evidence, and Point of View 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations HSS Standard and Framework <i>Works of: Plato (Republic), William Blake, William Wordsworth, Charles Dickens (Hard Times), Gertrude Stein, Ernest Hemingway, John Ruskin, William Morris, F. Scott Fitzgerald, George Grosz, Bertold Brecht, Elie Wiesel (Night), Diary of Anne Frank, Yevgeny Zamyatin (We), Arthur Koestler (Darkness at Noon), John Hershey (Hiroshima), Aleksandr Solzhenisyn (The Gulag Archipelago), Mark Mathabane (Kaffir Boy)</i></p>

Integration of Knowledge & Ideas	
<p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p>	<p>HSS Standard and Framework <i>Works of: Pablo Picasso</i></p>
<p>8. (Not applicable to literature)</p>	
<p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.
Range of Reading and Level of Text Complexity	
<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>HSS Standard and Framework <i>Works of: Plato (Republic), William Blake, William Wordsworth, Charles Dickens (Hard Times), Gertrude Stein, Ernest Hemingway, John Ruskin, William Morris, F. Scott Fitzgerald, George Grosz, Bertold Brecht, Elie Wiesel (Night), Diary of Anne Frank, Yevgeny Zamyatin (We), Arthur Koestler (Darkness at Noon), John Hershey (Hiroshima), Aleksandr Solzhenisyn (The Gulag Archipelago), Mark Mathabane (Kaffir Boy)</i></p>

Reading Standards for Informational Text 6-12 (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Historical Research, Evidence, and Point of View 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Historical Interpretation 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>
<p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Chronological and Spatial Thinking 2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. Historical Research, Evidence, and Point of View 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations.</p>
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <u>(See grade 9/10 Language standards 4-6 on page 52 for additional expectations.)</u></p>	
<p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</p>	<p>Historical Research, Evidence, and Point of View 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations.</p>
<p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Historical Research, Evidence, and Point of View 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations.</p>
Integration of Knowledge & Ideas	
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Historical Research, Evidence, and Point of View 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations. 3. Students evaluate major debates among historians concerning</p>

	<p>alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p>
<p>8. 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>	<p>Historical Research, Evidence, and Point of View 1. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 2. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>9. Analyze seminal U.S. documents of historical and literary significance (e.g. Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p>Historical Research, Evidence, and Point of View 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>Historical Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>HSS Standard and Framework <i>Biographies: John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison, James Watt, Wili Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison, Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower, Marc Chagall, Gustav Mahler, Arnold Schoenberg, Franz Kafka, Albert Einstein, Sigmund Freud, Edmund Husserl, Rudolph Lipschitz, Dietrich Bonhoeffer, Raoul Wallenberg, Nikita Khrushchev, Nelson Mandela, Sun Yat-sen</i></p> <p><i>Works of: Plato (Republic)</i></p>

Writing Standards 6-12(W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>Writing Performance Tasks</p> <ul style="list-style-type: none"> England was the first country to industrialize. To what extent has industrialization been a blessing or a curse to our global society? In the Versailles Treaty of 1919, Germany and her allies (Ottoman Empire, Austro-Hungarian Empire, Bulgaria) were forced to agree that they alone had cause the Great War (First World War) and were responsible for all the destruction of that war. How accurate was the treaty statement regarding German responsibility for causing the war? Adolf Hitler was elected to be Chancellor (Prime Minister) of Germany in early 1933. Account for (explain why) his popularity in Germany in this role up to 1939. Should the United States have fought limited wars to contain communism such as Korea or Vietnam? After World War I the Turks lost the Palestinian territory to Britain. Make the argument to British Parliament for or against forming a separate state for the Jewish people from that area of land. For: Zionists, Against: Palestinians 	<p>Historical Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>HSS Standards 10.3.1 Analyze why England was the first country to industrialize. 10.3.6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social. 10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology). 10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule. 10.6.1 Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of United States' rejection of the League of Nations on world politics. 10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower). 10.9.3 Understand the importance of the Truman Doctrine and Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in areas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa. 10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p>
<p>2. Write informative/ explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia 	<p>Historical Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>HSS Standards 10.3.1. Analyze why England was the first country to industrialize. 10.4.3: Explain imperialism from the perspective of the colonizers</p>

<p>when useful to aiding comprehension.</p> <ol style="list-style-type: none"> Develop a 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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><u>Writing Performance Tasks</u></p> <ul style="list-style-type: none"> To what extent did industrialization set the stage for imperialism? Compare the movement in India to become independent of Britain starting in the 1870's to the movements in Kenya, Algeria, or Rhodesia to become independent of either Britain or France. How unique was the movement in India? In 1917, the British government issued the famous Balfour Declaration. This declaration was very important in the Middle East after the First World War. What was the British government actually promising, to whom, and why? "His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country." After the civil war in Russia from 1919 to 1922, which the Bolshevik group won? Bolshevik leader Vladimir Lenin was replaced by Josef Stalin after Lenin's death in 1924. Compare Stalin's actions as leader to Lenin's. How much did Stalin follow Lenin's direction as leader? Create a manga- or comic-style booklet to describe the philosophy of Sun Yat-sen and the effects of the Xinhai Revolution in 1911. 	<p>and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> <p>10.4.4: Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p> <p>10.6.2 Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p> <p>10.8.1 Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.</p> <p>10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p>
--	---

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>Writing Performance Tasks</p> <ul style="list-style-type: none"> You are a 19th century photo journalist. Using photos of industrializing England write an article depicting the lifestyle of an industrial worker. Engage the reader by reporting the difficulties created by housing or working conditions. Use sensory words to convey a vivid picture of women or children and the obstacles they faced, and how that differed from the life before industrialization. Use quotes to explain how mill owners might have defended the conditions under which the industrial working class lived. 	<p>Historical Research, Evidence, and Point of View</p> <p>4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>HSS Standards</p> <p>10.3.6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social.</p> <p>10.8.5 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.</p>
<i>Production & Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Historical Research, Evidence, and Point of View</p> <p>4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>5. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)</p>	<p>Historical Research, Evidence, and Point of View</p> <p>4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>6. 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>Historical Research, Evidence, and Point of View</p> <p>4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<i>Research to Build & Present Knowledge</i>	
<p>7. 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>	

<p>8. 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 including footnotes and endnotes.</p>	<p>Historical Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply <i>grades 9-10 Reading standards</i> 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>	<p>Historical Research, Evidence, and Point of View 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations. 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>Range of Writing</p>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Historical Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>

Speaking & Listening Standards 6-12 (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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. 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. 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. 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>(1a.) Historical Interpretation</p> <ul style="list-style-type: none"> 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect. 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. <p>(1c.) Historical Interpretation</p> <ul style="list-style-type: none"> 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect. 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. <p>(1d.) Historical Interpretation</p> <ul style="list-style-type: none"> 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Historical Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations. 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.
<p>3. Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Historical Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations.
Presentation of Knowledge & Ideas	
<p>4. Present information, findings, and supporting evidence clearly, concisely and logically (<u>using appropriate eye contact, adequate volume, and clear pronunciation</u>) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (<u>e.g., argument, narrative, informative, response to literature presentations</u>), audience, and task.</p> <ul style="list-style-type: none"> a. <u>Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and</u> 	<p>Historical Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

<p><u>secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade)</u></p> <p>b. <u>Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade)</u></p>	
<p>5. 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>Historical Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	<p>Historical Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>

Language Standards 6-12 (L)	HSS Framework History Social-Science Analysis Skills
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	
Knowledge of Language	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. 	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) and continue to apply knowledge of Greek and Latin roots and affixes. c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	



<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
--	--

BOLD FONT INDICATES CALIFORNIA'S 15%

Teal font indicates History Social Science

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and reading are marked with an asterisk.

Reading Standards for Literature 6-12 (RL)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Cite strong and through textual evidence to support analysis of What the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Research, Evidence, and Point of View 1. Students distinguish valid argument from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations.</p>
<p>2. Determine two or more themes or central ideas of a text and analyze their developments over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Historical Interpretation 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>
<p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p>	
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	
<p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	
<p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Research, Evidence, and Point of View 1. Students distinguish valid argument from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations.</p>
Integration of Knowledge & Ideas	
<p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).</p>	
8. (Not applicable to literature)	
<p>9. Demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>Research, Evidence, and Point of View 1. Students distinguish valid argument from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations. 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>

<i>Range of Reading and Level of Text Complexity</i>	
<p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p>HSS Standards & Framework Excerpts from the works of muckrakers such as Lincoln Steffens, Jacob Riis, Ida Tarbell, and Joseph Mayer Rice and novels by writers such as Theodore Dreiser, Upton Sinclair, Frank Norris, John Steinbeck's <i>Grapes of Wrath</i>, Gunnar Myrdal's <i>An American Dilemma</i>, Zora Neale Hurston, Langston Hughes).</p>

Reading Standards for Informational Text 6-12 (RI)	HSS Framework History Social-Science Analysis Skills
Key Ideas & Details	
<p>1. Cite strong and thorough textual evidence to support analysis what the text says explicitly as well as inference drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students evaluate major debates among historians concerning alternative interpretations of the past including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p> <p>2. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentation.</p>
<p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Historical Interpretation</p> <p>1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>2. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>
<p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interacts and develop over the course of the text.</p>	<p>Historical Interpretation</p> <p>1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>2. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>
Craft & Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>(See grade 8 Language standards 4-6.</u></p>	
<p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</p>	
<p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and contents contribute to the power, persuasiveness, or beauty of the text.</p>	
Integration of Knowledge & Ideas	
<p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>Research, Evidence and Point of View</p> <p>1. Students distinguish valid argument from fallacious arguments in historical interpretations.</p> <p>2. Students identify bias and prejudice in historical interpretations.</p> <p>3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p>
<p>8. 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 majority opinions</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students evaluate major debates among historians concerning alternative interpretations of the past including an analysis of</p>

California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 11 & 12

<p>and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 2. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentation.</p>
<p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p>Research, Evidence, and Point of View 1. Students evaluate major debates among historians concerning alternative interpretations of the past including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 2. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentation.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently</p>	<p>Research, Evidence and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. HSS Standards and Framework <i>Biographies: Theodore Roosevelt, Woodrow Wilson, Jane Addams, Calvin Coolidge, Herbert Hoover, W.E.B. Du Bois, Langston Hughes, Richard Wright, Zora Neale Hurston, Franklin D. Roosevelt, Harry S. Truman, Senator Joseph McCarthy, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Booker T. Washington, Rosa Parks, Martin Luther King, Jr., A. Philip Randolph, Malcolm X, Thurgood Marshall, James Farmer, Cesar Chavez, Richard Nixon, Jimmy Carter Ronald Reagan, George Bush, William Clinton, William Graham Sumner, Billy Sunday, Dwight L. Moody, Hiram Johnson, Elizabeth Cady Stanton and Susan B. Anthony.</i> HSS Standards and Framework <i>Decisions by Justices Louis Brandeis and Oliver Wendell Holmes, Warren Harding, Brown v. Board of Education of Topeka, Fred Korematsu v. United States of America, Dred Scott v. Sandford, Plessey v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke "Letter from a Birmingham Jail", "I have a Dream", The Autobiography of Malcolm X, Lerone Bennett's Before the Mayflower: A History of Black America, Ralph Ellison's Invisible Man, Richard Wright's Native Son, and Lorraine Hansberry's A Raisin in the Sun.</i></p>

Writing Standards 6-12(W)	HSS Framework History Social-Science Analysis Skills
Text Types & Purposes	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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 claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. <u>Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</u> 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>Writing Prompts:</p> <ul style="list-style-type: none"> The Compromise of 1877 marks the end of Reconstruction. Was Reconstruction a success or a failure? Using the social, political, and economic changes the U.S. was experiencing in the late 19th and early 20th centuries, argue either for or against the machine system of politics based on corruption and efficiency. Include attitudes and actions of immigrants and middle-class reformers to support your position. Upon the demise of Franklin D. Roosevelt, noted political and social writer Albert Jay Knock stated, "We really ought to do some celebrating because Franklin's demise is the biggest public improvement that America has experienced since the passage of the Bill of Rights." FDR was seen by many as a traitor to his class and the destroyer of the Constitution. Describe the actions of the New Deal, explaining why they were or were not constitutional and whether or not accusation was an accurate description of Franklin's character and policies. Review the Constitution and Bill of Rights. Examine several primary source documents from internees. Read one article 	<p>Historical Research, Evidence, and Point of View</p> <p>4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Standards:</p> <p>11.1.4 Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</p> <p>11.2.4 Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</p> <p>11.6.2. Understand the explanations of the principal causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis.</p> <p>11.6.4 Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</p> <p>11.7.5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans.</p> <p>11.7.7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).</p> <p>11.7.8 Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and the importance of a rebuilt Europe to the U.S. economy.</p> <p>11.9.1 Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.</p> <p>Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students distinguish valid arguments from fallacious arguments in historical interpretations. Students identify bias and prejudice in historical interpretations. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. <p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

from a period newspaper regarding Japanese American internment. Review the arguments for and against Fred Korematsu, Write either a defense for the decision of the Supreme Court or an argument against the decision of the Supreme Court.

- Why did legislators think the IMF was necessary at its inception, and do legislators still feel the same way about it today? Do you agree or disagree with the historical thinking regarding the IMF (International Monetary Fund), and does that influence how you feel about IMF today?
 - During the Cold War the arms race between the Soviet Union and the United States induced the development of the Mutual Assured Destruction (MAD) Doctrine. Since that time other countries have developed nuclear arms. Write a letter to your congress person discussing your stance on the continued development of nuclear arms based on the historical proliferation agreements and the current threat of nuclear terrorism.
 - After reading an article such as *Plans For Mosque Near Ground Zero Draw Outrage in New York* posted on the ABC News website (<http://abcnews.go.com/US/ground-mosque-plan-stirs-controversy/story?id=10670631&page=2#.TwJtFTWXS8A>) by Ray Sanchez (May 18, 2010), prepare an argument either for or against building an Islamic center adjacent to Ground Zero where nearly 3,000 people were killed in the 9/11 attacks in 2001.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

HSS Standards

- 11.2.1 Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
- 11.2.4 Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
- 11.4.4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
- 11.5.2 Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
- 11.5.5 Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
- 11.6.1. Describe the monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.
- 11.7.1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- 11.7.7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
- 11.8.3. Identify the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Codetalkers).

- 2.** Write **informative/ explanatory** texts, to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic **or thesis statement**; 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.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the topic).

Writing Performance Tasks:

- Use the following speeches to compare and contrast.
- Compare and contrast the responses of the NAACP, the ACLU, and the Anti-Defamation League to the activities of the Ku Klux Klan.
- Trace the changes of the IMF from its inception to present day role.
- President Roosevelt thought author and socialist Upton Sinclair was a "crackpot." Yet, he acted on information provided to him about the notoriously bad conditions in the meatpacking industry. How did Upton Sinclair and his novel, *The Jungle*, influence public pressure and President Roosevelt's actions regarding food safety in the early 1900s?
- Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
- Urban Political Machines in the late 19th and early 20th century were considered both corrupt and efficient. Using one party boss and machine as a case study (e.g., Boss Tweed of Tammany Hall), explain the power, efficiency,

Research, Evidence, and Point of View

- Students distinguish valid arguments from fallacious arguments in historical interpretations.
- Students identify bias and prejudice in historical interpretations.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations

Chronological and Spatial Thinking

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

HSS Standards

- 11.4.4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
- 11.5.2 Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
- 11.2.1 Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
- 11.6.1. Describe the monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.
- 11.7.1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- 11.8.3. Identify the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Codetalkers).
- 11.8.4. Analyze Roosevelt's foreign policies during World War II (e.g., Four Freedoms speech).
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
- 11.9.1. Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.

<p>and corruption associated with machine politics.</p> <ul style="list-style-type: none"> Trace the sequence of events regarding the Berlin Blockade beginning with the Iron Curtain Speech made by Winston Churchill on March 5, 1946 and ending with the end of the blockade on May 12, 1949. What were the economical, social and political ramifications of the Blockade? 	<p>11.9.3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:</p> <ul style="list-style-type: none"> The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting The Truman Doctrine The Berlin Blockade The Korean War The Bay of Pigs invasion and the Cuban Missile Crisis Atomic testing in the American west, the “mutual assured destruction” doctrine, and disarmament policies The Vietnam War <p>Latin American policy</p> <p>11.10.6 Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.</p> <p>11.10.7 Analyze the women’s rights movement from the era of Elizabeth Cady Stanton and Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p> <p>11.10.1 Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.</p> <p>11.11.4 Explain the constitutional crisis originating from the Watergate scandal.</p> <p>11.11.6 Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.</p>
<p>3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences and events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. <p>Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations <p>HSS Standards</p> <p>11.4.3 Discuss America’s role in the Panama Revolution and the building of the Panama Canal.</p> <p>11.5.4 Analyze the passage of the Nineteenth Amendment and the changing role of women in society.</p> <p>11.10.7 Analyze the women’s rights movement from the era of Elizabeth Cady Stanton and Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p>

<p>Writing Performance Tasks:</p> <ul style="list-style-type: none"> Imagine that you are an engineer, overseeing the building the Panama Canal. In a journal, describe what you would see, hear, read about, and encounter everyday, including the workers at different levels, policy makers, local communities, and media reports that you would encounter. Ratification of 19th Amendment: After the 19th Amendment passed in the U.S. House of Representatives, it was sent to the states for ratification. Thirty-six states had to ratify the amendment for it to be added to the U.S. Constitution. Thirty-five states had approved the amendment. Only one other state called a special session of its legislature to vote on the amendment. That state was Tennessee, and its legislature was prepared to vote against women's suffrage. A young state legislator, Harry Burn, received a letter from his elderly mother, who told him to be a "good boy" and vote for ratification of the 19th amendment. As a result of Harry Burn's vote, women got the vote. Pretend you are Harry Burn's mother and draft a letter explaining to your son why it is so important that women "get the vote." Imagine that you are a young African-American in your early twenties who has recently moved from a small farm in the south to Harlem, during the era known as the Great Migration. In a letter Imagine you are an anchor person on a major TV network. Create the script of a television interview between yourself and a Vietnam veteran. Be sure to include background about the origins of the war for your viewer's information, as well as a quote from a noted historian's analysis of the geopolitical consequences of the war. Pretend that you are a member of the President Kennedy's cabinet or President Kennedy. From the standpoint of your character, examine intelligence documents provided minute by minute regarding the Cuban Missile Crisis, and determine what advice or decisions you might have made to the president or as president. (11.2.5) Using the Sherman Anti-trust Act, the Supreme Court broke up Standard Oil in 1910 because of the control it had over the entire oil industry. Imagine you are an attorney appearing before the Supreme Court and prepare an argument in defense of Standard Oil's business practices. 	<p>11.5.5 Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).</p> <p>11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: <i>The Bay of Pigs invasion and the Cuban Missile Crisis</i></p> <p>11.10. 5 Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</p> <p>11.11.1 Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</p> <p>11.11.3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.</p> <p>11.2.5 Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</p>
<p>Production & Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are</p>	<p>Research, Evidence, and Point of View</p> <p>4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources;</p>

<p>defined in standards 1-3 above.)</p>	<p>and apply it in oral and written presentations. 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>
<p>5. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)</p>	<p>Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>6. Use technology, including the Internet, to produce and publish update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>Research to Build & Present Knowledge</p>	
<p>7. 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>	
<p>8. 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 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 including footnotes and endnotes.</p>	<p>Research, Evidence, and Point of View 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations..</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply <i>grades 11-12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]").</p>	<p>Research, Evidence, and Point of View 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations. 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>



<i>Range of Writing</i>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Research, Evidence, and Point of View</p> <p>4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>

Speaking & Listening Standards 6-12 (SL)	HSS Framework History Social-Science Analysis Skills
Comprehension & Collaboration	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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 simulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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>Chronological and Spatial Thinking</p> <p>1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>Historical Interpretation</p> <p>1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p> <p>3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p> <p>4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p> <p>Historical Interpretation</p> <p>1. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p> <p>2. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p> <p>Historical Interpretation</p> <p>1. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p> <p>2. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p>
<p>2. 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>	<p>Research, Evidence, and Point of View</p> <p>1. Students distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>2. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students identify bias and prejudice in historical interpretations.</p>

Presentation of Knowledge & Ideas	
<p>4. Present information, findings, and supporting evidence (e.g., <u>reflective, historical investigation, response to literature presentations</u>), 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 or formal and informal tasks. <u>Uses appropriate eye contact, adequate volume, and clear pronunciation.</u></p> <p>a. <u>Plan and deliver a reflective that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade)</u></p> <p>b. <u>Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotions or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade)</u></p>	<p>Research, Evidence, and Point of View</p> <p>1. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>HSS Standards</p> <p>11.11.2 Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).</p> <p>11.11.7 Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.</p> <p>11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessey v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.</p> <p>11.10.4 Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" Speech.</p>
<p>5. 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>Chronological and Spatial Thinking</p> <p>1. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11-12 Language standards 1 and 3).</p>	<p>Research, Evidence, and Point of View</p> <p>1. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>

Language Standards 6-12 (L)	HSS Framework History Social-Science Analysis Skills
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. a. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. 	
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. 	
Knowledge of Language	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary Syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning of words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. c. Consult general and specialized reference materials (e.g., <u>college-level dictionaries</u>, <u>rhyming dictionaries</u>, <u>bilingual dictionaries</u>, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Historical Research, Evidence, and Point of View</p> <p>1. Students identify bias and prejudice in historical interpretations.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar 	<p>Historical Research, Evidence, and Point of View</p> <p>2. Students identify bias and prejudice in historical interpretations.</p>



California Common Core State Standards ELA/History-Social Science Implementation Tool Kit
Grade 11 & 12

denotations.	
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

BOLD FONT INDICATES CALIFORNIA'S 15%

Teal font indicates History Social Science

* Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and reading are marked with an asterisk.*



HISTORY AND SOCIAL SCIENCE ANALYSIS SKILLS GRADES 9-12

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed *only in conjunction with* the content standards in grades nine through twelve. *In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.*



Analysis Skills	General Questions
<p>Chronological and Spatial Thinking</p> <p>1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p>	<ul style="list-style-type: none"> • Research the development of an event in today's news, and using details from history explain the main reason you think this is a significant story. • Looking at either the first or second world wars, explain the important events that led to war. Using facts and details argue which of these events was most important. • Interpretation and enforcement of antitrust laws varied from the passage of the Sherman Anti Trust Act in 1890 to the Clayton Anti Trust Act of 1914. Looking at the period of 1890 to 1914 and again from 1919-1939 explain how enforcement varied and, in your opinion, why.
<p>2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p>	<ul style="list-style-type: none"> • Compare the current presidential cabinet positions (or other governmental offices) with those of past presidents. • The number and percentage of the population of women who work outside the home has increased significantly in the United States in the 20th century. Explain the reasons for this increase. • Create a timeline that shows the growth of the Federal government. Include landmark Supreme Court cases, and legislation.
<p>3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</p>	<ul style="list-style-type: none"> • What interpretations can be made by looking at information obtained from the U.S. Census Bureau? • Use a map scale or online site to calculate the distance between the battles of wars you are studying. • Locate cities affected by specific migrations: (the Dust Bowl, The Great Migration)
<p>4. Students relate current events to the physical and human characteristics of places and regions.</p>	<ul style="list-style-type: none"> • Where and under what circumstances did Antitrust laws begin? • On a map locate countries or regions which contain a large percentage of oil reserves. What is the significance of these locations?
<p>Historical Research, Evidence, and Point of View</p> <p>1. Students distinguish valid arguments from fallacious arguments in historical interpretations.</p>	<ul style="list-style-type: none"> • Which famous debates contained fallacious arguments? Which contained valid arguments? • Read famous court cases and distinguish valid arguments from fallacious arguments. • Examine speeches or quotations of protest leaders and identify valid arguments.
<p>2. Students identify bias and prejudice in historical interpretations.</p>	<ul style="list-style-type: none"> • Examine speeches of various governmental officials or protest leaders for indications of bias and prejudice.
<p>3. Students evaluate major debates among historians concerning alternative interpretations of the past,</p>	<ul style="list-style-type: none"> • In which presidential inaugural speeches used evidence, sound generalizations or misleading

HISTORY AND SOCIAL SCIENCE ANALYSIS SKILLS GRADES 9-12

<p>including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p>	<p>oversimplifications?</p>
<p>4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>	<ul style="list-style-type: none"> • Should students have to attend school? What is history of compulsory education in California? • Based on past policies, what might be done to improve the citizenship process in the United States?
<p>Historical Interpretation</p> <p>1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p>	<ul style="list-style-type: none"> • What caused Free Soilers from the East to move to Kansas in the 1850s and what effect did it have? • Examine a political cartoon for the period you are studying and explain the connection between historical events and more global trends. • What political, social and economic trends and developments do you notice from reading a newspaper or magazine from the time you are studying?
<p>2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>	<ul style="list-style-type: none"> • What reports do generals need to consider when they determine whether or not to stage a major attack? • What were the causes and effects of important public policies such as the Reconstruction, New Deal, or War on Poverty? • In what ways were nations involved in conflict caught off-guard and unprepared for events that came their way?
<p>3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>	<ul style="list-style-type: none"> • Compare the views of Americans about the draft during the Civil War and the Viet Nam War. How were they different? How were they the same?
<p>4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p>	<ul style="list-style-type: none"> • How do promises made by governments that were not kept impact the turn of events? • What effect do smaller countries have on the outcome of wars?
<p>5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.</p>	<ul style="list-style-type: none"> • How have humans changed the natural landscapes in California? • What are some of the impacts of these modifications? • What policies have been developed as a result of the effects on the environment?
<p>6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</p>	<ul style="list-style-type: none"> • What effects do the rate of production, distribution and use of goods and services have currently on products or services in California? • What effects did those indicators have on products such as cars, new houses, and electronics in the past?

California Department of Education History Social Science Framework p. 177-178
 Marsha Ingrao, History Consultant, Tulare County Office of Education
 Photos taken at the Smithsonian Museum of American History &
 The National Academy of Sciences in Washington D.C.



Bibliography

1. www.cde.ca.gov/ci/hs
2. www.corestandards.org
3. [http://www.corestandards.org/assets/Appendix A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)
4. [http://www.corestandards.org/assets/Appendix B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)