

2010 Arizona English Language Arts Literacy in History/Social Studies Standards (Common Core)

Grades 6-8 History/Social Studies Explanations and Examples

Reading Standards for Literacy in History/Social Studies

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.	<p>The standard asks students to use textual evidence from a primary or secondary source document to support their analysis of that document.</p> <p>Textual evidence includes facts, figures, details, quotations, or other sources of data and information that provide support for an analysis. It can also include the author's main point, purpose and perspective, fact versus opinion, differing points of view, bias, credibility and validity of the text. Some common types of primary (first hand) and secondary (second hand) sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc.</p> <p>Examples:</p> <ul style="list-style-type: none">• Students analyze the governmental structure of the United States and support their analysis by citing specific textual evidence from primary sources such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk's <i>Words We Live By: Your Annotated Guide to the Constitution</i>. Common Core State Standards, Appendix B, p. 100 http://corestandards.org/the-standards• After reading newspaper accounts of the Arizona Japanese internment camps, students analyze the economic impact of forced confinement on families and their communities. Evidence to support their analysis will be cited directly from the article.

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<i>Students are expected to:</i>	
	<p>SS08-S1C8-05</p> <ul style="list-style-type: none"> During an election year, students read campaign literature of a candidate (pamphlets or on-line), analyze the candidate's stance on an issue and cite information from the campaign literature to substantiate the candidate's viewpoint. Presentation of the analysis could be in written or oral form. <p>SS06-S2C9-01; SS07-S1C10-01; SS08-S1C10-08 ET06-S3C2-02; ET07-S3C2-02; ET08-S3C2-02</p>
6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<p>The standard asks students to identify the important information from a primary (first hand) or secondary (second hand) source and to create a summary of the information based solely on the document.</p> <p>Some common types of primary and secondary sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students read the Mayflower Compact of 1620, identify the critical information and then create a written or oral summary of the content of the document based only on the information in the document. SS08-S3-C1-01 Students read a translation of the Laws of Hammurabi, identify the critical information and then create a written or oral summary of the content of the document based only on the information in the document. SS06-S2-C2-04
6-8.RH.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<p>The standard asks students to identify steps of a process that is related to any of the five social studies strands (i.e., American History, World History, Civics/Government, Geography and Economics). This can be in written or oral format.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students list the steps involved in the mummification process of early Egypt. SS06-S2C2-06 After learning about Arizona's road to statehood, students communicate the steps required for a territory to become a state as outlined in the Arizona Enabling Act. SS07-S1C7-11; SS07-S3C1-02

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Reading Standards for Literacy in History/Social Studies	
Craft and Structure	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<p>The standard asks students to interpret the meaning of words and phrases as they read their social studies content, including their text and primary or secondary sources. Students use a variety of strategies (context clues, linguistic roots and affixes, restatement, examples, contrast, glossary, etc.) to determine the meaning of words and phrases in the text. The standard speaks specifically to domain-specific Tier Three words.</p> <p>Examples:</p> <ul style="list-style-type: none"> As students read about the structures of government, they identify the meanings of terms such as <i>theocracy, dictatorship, republic, monarchy, democracy, anarchy</i>. SS06-S3C5-01 Students identify the meanings of the following economic terms as they are related to personal finance: <i>mutual funds, bonds, lines of credit, financial planning</i>. SS08-S5C5-02; SS08-S5C5-04, SS08-S5C5-08
6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	<p>The standard asks students to determine how information is presented. Information that is presented sequentially is in chronological order. A comparative text uses comparison and contrast of two events, ideologies, or historical figures. A causal text examines the cause and effect of related events.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students describe how Russell Freedman in his book <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> integrates and presents information both sequentially and causally to explain how the civil rights movement began. Common Core State Standards, Appendix B, p. 100 http://corestandards.org/the-standards Students read a text selection about how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe and Asia during the 15th and 16th Centuries. They use a graphic organizer to find the cause and effect relationships. They describe the information as being presented causally. SS06-S2C1-07; SS06-S2C3-07 Students read the account of the Surrender at Appomattox Courthouse (The Gentlemen’s Agreement) which is found on the Appomattox Courthouse National Historical Park website at http://www.nps.gov/apco/the-surrender.htm In this document events of this day that ended the Civil War are chronicled. Students conclude the information is presented sequentially. SS07-S1C6-02

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Craft and Structure	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
	<ul style="list-style-type: none"> Students read in their text about the process of how a bill becomes a law at the federal and state level. After identifying similarities and differences in the two processes, they determine the selection presents the information comparatively. SS08-S3C3-02
6-8.RH.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>This standard asks students to identify elements within a text that help them discover the author’s point of view or purpose for writing. Authors reveal their point of view through various techniques, such as word choice, exaggeration, hyperbole, inclusion or purposeful avoidance of facts, and persuasive strategies.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students evaluate Jim Murphy’s <i>The Great Fire</i> to identify which aspects of the text (e.g., loaded language and the inclusion of particular facts) reveal his purpose; presenting Chicago as a city that was “ready to burn.” Common Core State Standards, Appendix B, p. 100 http://corestandards.org/the-standards Students read excerpts from Thomas Paine’s Revolutionary era pamphlet <i>Common Sense</i> which moved many American colonists toward independence. Students then identify the author’s purpose by analyzing Paine’s word choice and persuasive techniques. SS08-S1C3-03 After reading excerpts from African American abolitionist Frederick Douglass’s speech, <i>The Meaning of July Fourth for the Negro</i>, students identify the author’s purpose and devices used to relay his message. SS07-S1C6-03

Reading Standards for Literacy in History/Social Studies	
Integration of Knowledge and Ideas	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>The standard asks students to use information from visual formats to increase their comprehension of and make connections to print and digital text.</p> <p>Examples:</p>

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Reading Standards for Literacy in History/Social Studies	
Integration of Knowledge and Ideas	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
	<ul style="list-style-type: none"> Students' understanding of the lifestyles of early humans is enhanced by interpreting photographs of cave art from Paleolithic and Neolithic Ages as accompaniment to the student text. SS06-S2C2-01 Following study of the outcomes of World War II, students use a map showing the redrawing of political boundaries in Europe to further their understanding of the impact of the war on European countries. SS08-S2C8-06; SS08-S4C1-03; SS08-S4C1-04; SS08-S4C1-05
6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.	<p>This standard asks students to differentiate between issues based on fact, opinion and issues for which there is more than one standard of judgment (reasoned judgment). Students should evaluate if adequate support is provided for the argument or claim in a text (reasoned judgment).</p> <p>Examples:</p> <ul style="list-style-type: none"> After reading a text (news article, letter to the editor, magazine, editorial) about the conflict in Afghanistan, students critique it to identify facts, opinions and reasoned judgment statements. SS06-S2C9-01; SS06-S1C10-01; SS07-S1C10-01; SS07-S2C9-01; SS08-S1C10-08; SS08-S2C9-01 After reading a news article relating to an event from the presidency of George W. Bush (September 11 terrorist attacks, Afghanistan, Iraq War) students critique it to identify facts, opinions and reasoned judgment statements. SS08-S1C10-07
6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.	<p>Examples:</p> <ul style="list-style-type: none"> Students read a primary source document on the World War II Japanese Internment from the National Archives website http://www.archives.gov/ (search Japanese Internment) and a secondary source book such as the nonfiction <i>Japanese-American Internment in American History</i> by David Freeman or historical fiction piece, <i>Weedflower</i> by Cynthia Kadohata. Students note the similarities and differences between the two pieces. SS08-S1C8-05 Students examine reasons people emigrated from their homelands to settle in the US during the late 19th century with a secondary source such as a news article. They also examine primary source historical images and personal accounts (photographs, video and audio) found on the Library of Congress website at www.loc.gov (American Memory). Similarities and difference between the two sources are identified. SS07-S1C7-01

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Reading Standards for Literacy in History/Social Studies	
Range of Reading and Level of Text Complexity	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	<p>Explanation:</p> <ul style="list-style-type: none"> This standard requires students to read and comprehend history/social science text at the appropriate grade level.

Strand: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Text Types and Purposes	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
<p>6-8.WHST.1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 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>The standard asks the student to write an argument based on a social studies issue or topic. The topic or issue is presented with logical reasoning and relevant data to support the claim. Cohesion and clarification of claims are created with effective word choice and writing style. A sound conclusion supports the argument presented.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students write a persuasive essay in which they form a logical argument about the importance of citizens being actively involved in the democratic process (e.g., petitioning public officials about an issue that concerns them). SS06-S3C4-03; SS07-S3C4-03; SS08-S3C4-03 Students choose a third world entrepreneur from www.kiva.org based on factors lenders consider before lending money. They write a persuasive argument to the class about why the class should donate money to the selected entrepreneur. SS06-S5C5-03 Students choose a viewpoint in regard to a recent government decision and write a letter to the editor supporting their view. SS06-S3C4-03; SS07-S3C4-03; SS08-S3C4-03

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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Text Types and Purposes	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
<p>6-8.WHST.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 broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Students are asked to select and develop an informational topic. The topic is well-developed using facts, details and examples. Various writing techniques and rich vocabulary are used to provide clarity and cohesion. A strong conclusion supports the information.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Students write an informative essay about the contributions of an individual from an ancient civilization, such as Socrates, Julius Caesar, Confucius, or Hatshepsut. SS06-S2C2-09 • Students write an informative essay about the atomic bombing of Hiroshima and Nagasaki during World War II. SS08-S2C8-04

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Text Types and Purposes	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
6-8.WHST.3. (See note; not applicable as a separate requirement)	This standard requires students to use narrative accounts (e.g., diaries, journals, stories, folktales, and lyrics) which they have read during their research in order to support arguments or informative/explanatory texts.
<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Students write an informative essay describing the division in the US over the Viet Nam War. They incorporate lyrics from popular songs of the era to illustrate the division and tension of the American people. SS08-S1C9-04 • Students write an informative essay describing the effects on individuals of the intolerance of the Holocaust. Excerpts from the <i>Diary of Anne Frank</i> are included as evidence. SS08-S2C8-05

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Production and Distribution of Writing	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
6-8.WHST.4 . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Students create a map identifying the locations and dates of major battles of the American Civil War (e.g., Bull Run, Antietam, Vicksburg, Gettysburg). SS07-S1C6-02 • Students create a table comparing two regions studied (Nile Valley, Indus Valley, Mesopotamia, China) using the criteria of climate, landforms, and vegetation. SS06-S4C2-01 • Students choose a viewpoint in regard to a recent local government decision and write a letter to the editor supporting their view. SS06-S3C4-03; SS07-S3C4-03; SS08-S3C4-03
a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.	

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Production and Distribution of Writing	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
6-8.WHST.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<p>This standard addresses students developing and strengthening their writing through the writing process with a focus on purpose and audience. Writing in social science utilizes an academic voice and is mostly non-fiction and formal. At this level the writing process can be supported by peers and adults.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Students research a current, local environmental issue and write about how the changes in the natural environment affect human activities. The students interview people who were impacted by the issue and include their experiences in the writing. SS06-S4C5-03; SS07-S4C5-07 • Students read about government policies and programs dealing with the present economic condition and write an analysis of the impact of those policies and programs on the economic recovery. SS08-S5C3-03
6-8.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<p>This standard requires the use of technology (Internet, keyboarding skills, formatting, storing) to create a published piece wherein information and ideas are connected and presented clearly and efficiently.</p> <p>Example:</p> <ul style="list-style-type: none"> • The students utilize technology to create and publish any piece related to social studies content. The piece could be shared on a school or classroom website. ET06-S2C1-01; ET07-S2C1-01; ET08-S2C1-01; SS06-S1& S2-C1-04; SS07-S1& S2-C1-04; SS08-S1& S2-C1-04

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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Research to Build and Present Knowledge	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
6-8.WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<p>This standard requires students to answer questions through research, including those they create themselves, to solve a problem. They will use and combine information from multiple sources to construct their answer(s).</p> <p>Examples:</p> <ul style="list-style-type: none"> Following the study of the European Enlightenment, students formulate a question related to a topic such as Scientific Revolution or religious freedom. Research is conducted using a variety of print and non-print sources. SS06-S2C5-01 Following the study of important judicial decisions such as Dred Scott, Plessy v. Ferguson, or the Scopes Trial, students formulate a question related to the historical significance of the decision. Research is conducted using a variety of print and non-print sources. SS07-S3C3-01
6-8.WHST.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>Students gather relevant information from a variety of credible sources (e.g., encyclopedias, Internet websites, experts, journal or magazine articles, textbooks). Students will then use quotations correctly and/or paraphrase information to avoid plagiarism. Citations will be in a standard recognized format, i.e., MLA, in both the text and the bibliography.</p> <p>Example:</p> <ul style="list-style-type: none"> Following a class discussion about current political events students, in an explanatory/informative piece, trace how events in the late 20th century continue to affect us. Students explore the topic by reading various sources. Their writing includes quotations and correctly paraphrases sources. Citations will be in MLA format. SS06-S1C10-03; SS06-S2C9-02; SS07-S1C10-03; SS07-S2C9-03; SS08-S2C9-03; SS08-S1C10-10
6-8.WHST.9. Draw evidence from informational texts to support analysis reflection, and research.	<p>As students write analyses, reflections and research, they will use evidence from informational texts (e.g., statistics, anecdotes, eye witness accounts, diaries) as support.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students research the chronology of a Civil War battle (i.e., Bull Run, Antietam, Vicksburg, Gettysburg) using eye witness accounts. SS07-S1C6-02 Students analyze the impact of recent election results on their community. Evidence to support their analyses can come from newspapers or the Secretary of State's election results website. SS06-S3C4-03; SS07-S3C4-03; SS08-S3C4-03

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Range of Writing	
<u>Standards</u>	<u>Explanations and Examples</u>
<i>Students are expected to:</i>	
6-8.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>The standard asks students to be given multiple opportunities to write about a wide range of social studies topics of varying lengths (e.g., one paragraph responses, multiple paragraph essays, research projects).</p> <p>Examples:</p> <ul style="list-style-type: none"> • Students write bell work as an opening activity or reflective journaling as a concluding activity on any topic in a social studies class. • Students write a research paper about a relevant topic over an extended time period. SS06&07&08-S1C1-04; SS06&07&08-S2C1-04