

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

## Grades 9-10 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.

<b>Reading Standards for Literacy in History/Social Studies</b>	
Key Ideas and Details	
<b><u>Standards</u></b>	<b><u>Explanations and Examples</u></b>
<i>Students are expected to:</i>	
9-10.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<p>This standard requires students to examine the details of a primary or secondary source to support their analysis of the document. To support their analysis, students use textual evidence including author's main point, purpose and perspective, fact versus opinion, differing points of view, credibility and validity of the text. Students might also consider date, bias, intended audience and the possibility of changes due to translation.</p> <p>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"><li>• To set the foundation for the development of representative and limited government, students compare and contrast excerpts from the Magna Carta to the English Bill of Rights. SSHS-S2C6-01</li><li>• Researching the resources of the National Archives (NARA) and other credible collections, students analyze WWI and WWII posters representing Allies and non-Allies to find evidence of propaganda techniques. SSHS-S2C8-01; SSHS-S2C8-05</li></ul>

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<i>Students are expected to:</i>	
9-10.RH.2. 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.	<p>This standard asks students to identify key ideas and/or events in text or documents and then provide a summary of how the author develops the key event or ideas. Key ideas and/or events could be developed thematically, sequentially, anecdotally, consequentially, procedurally and/or in order of importance.</p> <p>Examples</p> <ul style="list-style-type: none"> <li>• Using the aid of a graphic organizer to deconstruct the text, students study differing theories of why Rome fell and identify key factors that contributed to its fall. SSHS-S2C3-01</li> <li>• Using historical narrative such as journal entries or eyewitness accounts, students compare and contrast the central ideas embodied in the collection of readings. Topics for readings could include varying accounts of the plague, the Boxer Rebellion, the French or Chinese Revolution or global genocide. SSHS-S2C3-04; SSHS-S2C7-05; SSHS-S2C8-03; SSHS-S2C8-06</li> </ul>
9-10.RH.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<p>In this standard, students examine connections between events and then determine if a relationship exists between the events. Relationships could be economic, social, political, or ideological. If a relationship does exist, students assess the extent of significant change and identify the change as causal or happenstance. Some key words that students may look for that demonstrate a cause and effect relationship include: <i>preceding, as a result of, because, prior to, as a consequence of and following.</i></p> <p>Examples</p> <ul style="list-style-type: none"> <li>• Students research the social, political, economic and/or ideological factors that contributed to the rise of nationalism in Germany, France, and Russia prior to WWI. Students share their research through a posted blog. SSHS-S2C8-01</li> <li>• After reading excerpts of Dwight D. Eisenhower's foreign policy press conference remarks of April, 1954 in which he introduced the domino theory, students determine if there was validity to his theory and if a causal relationship existed. Students then analyze the time line of related Cold War events to substantiate or refute his theory. SSHS-S2C8-07</li> </ul>

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Craft and Structure	
<b><u>Standards</u></b>	<b><u>Explanations and Examples</u></b>
<i>Students are expected to:</i>	
9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	<p>Vocabulary is the linchpin of reading across the content areas. In this standard, students will need multiple strategies to determine the most precise meaning of words as they relate to history/social science. Some strategies to lend meaning to unknown words include word decoding, context clues, identifying root words, and use of appropriate digital or print reference materials.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Students determine the meaning of words such as quadrant, astrolabe, equator, and horizon line in Joan Dash's <i>The Longitude Prize</i> as well as phrases such as dead reckoning and sailing the parallel that reflect social aspects of history. Common Core State Standards, Appendix B, p. 138 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>• Using an online dictionary, students compile a working vocabulary list identifying suffixes of commonly used social science terms. Some examples include: "isms", "ships", and "ists". "isms" could be nationalism, capitalism, anarchism, federalism, humanism, mercantilism; "ships" could be dictatorships, entrepreneurship, citizenship; "ists" abolitionist, isolationist, micro-economist, and monarchist. Students will apply knowledge of suffixes in order to comprehend text. See Glossary of Social Studies Standard</li> </ul>
9-10.RH.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<p>Identifying the parts of text and how they work together as a whole is an essential skill. In this standard, students will need to identify thesis statements, supporting details, and conclusions with a body of text as well as transition statements revealing the next idea or the author's intent.</p> <p>Examples</p> <ul style="list-style-type: none"> <li>• Prior to reading a textbook chapter, students will identify text structures such as bolded subtitles, graphics, visuals, quotes, time lines to aid in understanding the key points in the text.</li> <li>• Students will examine Kennedy's inaugural address of January, 1961 and analyze how he outlined plans for domestic and foreign policy using key terms and structure of the speech. SSHS-S2C8-07</li> <li>• In order to demonstrate techno-literacy, students will locate and synthesize information using advanced search strategies including a variety of search engines to access information in databases such as Library of Congress, CIA World Factbook, Show World Mapping, Cambridge University, etc. ETHS-S2C2-01</li> </ul>

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<i>Students are expected to:</i>	
9-10.RH.6. 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>Presenting multiple perspectives or points of view is critical to investigating historical topics. In this standard, students should read carefully to determine what are the stated assumptions and unstated inferences that provide insight into the author’s purpose. Within text, students should be able to recognize balance or imbalance, bias, loaded language, details purposefully excluded and the use of excerpted quotes by authors.</p> <p>A definition of loaded language is the use of stereotypical or pejorative language when characterizing a person, place, or thing. An example would be to describe a country as uncivilized and primitive with an uneducated populace.</p> <p>Loaded language may also include an exaggeration or hyperbole about a person, place or thing. An example would be to call a country the “policeman of the western hemisphere” or the “bastion of freedom”.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Students compare the similarities and differences in point of view in works by Dee Brown and Evan Connell regarding the Battle of Little Bighorn, analyzing how the authors treat the same event and which details they include and emphasize in their respective accounts. Common Core State Standards, Appendix B, p. 138 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>• In order to understand responses to imperialism in the early 20<sup>th</sup> century, students explore China's Boxer Rebellion from the point-of-view of Christian missionaries, the Society of Harmonious Fists, political leader Sun Yat-sen, Secretary of State John Hay and Empress Ci Xi. They compare the explanation of events from each perspective while looking for examples of bias, imbalance, loaded language, stated and unstated assumptions or inferences. Students will show how the narratives support a point-of-view. SSHS-S2C7-05</li> </ul>

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<b>Reading Standards for Literacy in History/Social Studies</b>	
Integration of Knowledge and Ideas	
<u><b>Standards</b></u>	<u><b>Explanations and Examples</b></u>
<i>Students are expected to:</i>	
9-10.RH.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<p>This standard requires students to use a variety of charts, pie and bar graphs, tables and maps within a body of print or digital information to make connections by identifying trends, patterns, and anomalies all of which enable students to make generalizations and/or predictions based on the data. Students should use digital tools to decipher data.</p> <p>Quantitative analysis tells “how much” and is expressed as numerical data (number of cell phones in use in Nigeria); qualitative analysis tells “how well” and is descriptive in nature (standard of living in Nigeria).</p> <p>Integrating analysis of both quantitative and qualitative data would require students to make a qualitative statement and then support it with quantitative data. For example, “increased urbanization in Nigeria has led to a higher standard of living as evidenced by the increasing number of cell phones used in Nigeria,” would be such a statement.</p> <p>Example</p> <ul style="list-style-type: none"> <li>Using Gapminder World or any other world database, students will create graphs and tables to illustrate their conclusions based on the findings of their integrated analysis. Broad topics of study could include global demographics, benefits and results of trade agreements, and incidences of and/or decreases of AIDS. SSHS-S2C1-01; ETHS-S1C3-01</li> </ul>
9-10.RH.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	<p>In this standard, students identify fact versus opinion in written text and determine how an author uses the text to present evidence and to sway readers.</p> <p>Students should judge if details included in the text are logical and if they reasonably support the author’s claims. Some criteria for assessing the text include the amount of examples given, the strength of the examples, the credibility of sources used and the accuracy of the content. Students should determine if the details given within the text lead the reader to the same conclusions.</p> <p>Example</p> <ul style="list-style-type: none"> <li>Using both primary and secondary source materials, students will identify fact versus opinion in researching the historical question, “Did the French Revolution live up to its commitment of Equality, Fraternity and Liberty outlined in the Declaration of the Rights of Man?” Or they could research the historical question, “How was genocide in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries different than and similar to genocide in the 15<sup>th</sup> and 16<sup>th</sup> centuries?” SSHS-S2C1-05</li> </ul>

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<u><b>Standards</b></u>	<u><b>Explanations and Examples</b></u>
<i>Students are expected to:</i>	
9-10.RH.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	<p>Primary sources are the basis on which historians draw their conclusions. At the same time, secondary sources often give a current view of past events. Both are necessary when students investigate history. This standard requires students to compare primary and secondary sources, thereby providing an enriched experience for novice historians. Students must keep in mind the different purposes for which the text was written and how interpretations of events may differ with the passage of time.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Students analyze the role of African American soldiers in the Civil War by comparing and contrasting primary source materials against secondary syntheses such as Jim Haskin's Black, Blue and Gray: African Americans in the Civil War. Common Core State Standards, Appendix B, p. 138 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>• Students locate three sources of a contemporary news item and compare the treatment of the issue – facts presented or deleted, opinions provided, depth of coverage, longevity of the news feature and presence or absence of loaded language. Students could select from a variety of news sources: web-based, online newspapers, news magazines, television and/or radio reports, political cartoons, etc. Students discuss similarities and differences and assess how the various interpretations of the news item sway public opinion. SSHS-S2C1-05</li> </ul>

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

<b>Reading Standards for Literacy in History/Social Studies</b> Range of Reading and Level of Text Complexity	
<b><u>Standards</u></b>	<b><u>Explanations and Examples</u></b>
<i>Students are expected to:</i>	
9-10.RH.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	By the end of grade 9 or 10, students will read and comprehend history/social science texts at the appropriate grade level in high school.

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

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

<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>	
Text Types and Purposes	
<u><b>Standards</b></u>	<u><b>Explanations and Examples</b></u>
<i>Students are expected to:</i>	
<p>9-10.WHST.1 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>Given a prompt, topic or historical question, this standard requires students to compose a formal argument using an academic voice. The writers’ skills should be evidenced in a clear and developed claim statement, a cohesive organization, a detailed and supported argument with evidence, stating strengths and limitations of both claims and counterclaims, an accurate use of academic vocabulary and written in a cohesive, fluent and formal style. The writing should end with a concluding statement or section.</p> <p>Examples</p> <ul style="list-style-type: none"> <li>• Possible prompts or historical questions include the following:             <ol style="list-style-type: none"> <li>a. Many scientists believe that a global pandemic is likely to occur in the near future; persuade people for the need to prepare for such a pandemic.</li> <li>b. After investigating the relative strengths and weaknesses of the world’s most populated countries of China and India, which country do you believe will exert the most influence in the 21<sup>st</sup> century?</li> <li>c. Argue the need for or against a common global language (Globlish).</li> </ol> </li> </ul>

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<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>	
Text Types and Purposes	
<b><u>Standards</u></b>	<b><u>Explanations and Examples</u></b>
<i>Students are expected to:</i>	
<p>9-10.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>	<p>This standard requires students to compose informative/explanatory text using an academic voice. The writers’ skills should be evidenced in a clear and well-developed topic, a cohesive organization of ideas supported by facts, an accurate use of domain-specific vocabulary and written in a cohesive, fluent and formal style. The writing should end with a concluding statement or section.</p> <p>Examples</p> <ul style="list-style-type: none"> <li>Students describe the effects of the Crusades on Asian nations. SSHS-S2C3-04</li> <li>Students describe the impact of the Treaty of Versailles on the German nation. SSHS-S2C8-03</li> </ul>

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Text Types and Purposes	
<b><u>Standards</u></b>	<b><u>Explanations and Examples</u></b>
<p><i>Students are expected to:</i></p> <p>9-10.WHST.3. (See note; not applicable as a separate requirement)</p> <p><b>Note:</b> 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>This standard requires students to incorporate narrative historical accounts (e.g., diaries, journals, stories, folktales, lyrics) to support their arguments in an informative or explanatory text.</p> <p>Examples</p> <ul style="list-style-type: none"> <li>• Students will read narrative accounts of Silk Road travelers and merchants (<i>The Journal of Marco Polo</i>) and include the accounts into their analyses of the importance of the Silk Road to commerce and trade during the Middle Ages. SSHS-S2C3-04</li> <li>• Students will read historical accounts of Sir Isaac Newton and other scientific innovators and assess how the efforts of these individuals impacted the scientific revolution. SSHS-S2C4-02; SSHS-S2C6-02</li> </ul>

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

<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>	
<b>Production and Distribution of Writing</b>	
<b><u>Standards</u></b>	<b><u>Explanations and Examples</u></b>
<i>Students are expected to:</i>	
<p>9-10.WHST.4 . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</p>	<p>The standard requires the use of writing that is appropriate to a specific task, purpose, and audience.</p> <p>a. The standard requires the use of writing that is appropriate to a specific practical task and its audience.</p> <p>Example</p> <ul style="list-style-type: none"> <li>Students compare and contrast the Roman, Mayan and Chinese road building processes and include the historical record of their use and geographical locations with charts and maps. Students must present their findings in a clear and coherent report or documentary using digital tools. SSHS-S2C2-04; SSHS-S2C3-03; ETHS-S1C4-01</li> </ul>
<p>9-10.WHST.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.</p>	<p>This standard addresses students developing and strengthening their writing through the writing process with a focus on purpose and audience. In the social sciences, an academic voice is used for the general purpose of informing the reader; writing is non-fiction and formal. Accuracy of ideas and content are a critical component and often includes the writers' own interpretation of historical questions studied. Writing emphasis centers most often around the explanation of social, political, economic, geographical and ideological factors.</p> <p>Example</p> <ul style="list-style-type: none"> <li>Using the writing process, from planning and pre-writing to revising and editing, students write a social commentary about the worldwide immigration/migration debate. Writing should include a historical perspective on the issue based on verifiable, factual information from authentic sources. SSHS-S2C1-06; SSHS-S2C9-05; SSHS-S4C4-02</li> </ul>
<p>9-10.WHST.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>Students must use technology to produce and publish writing products. Students' work will be updated as needed through the use of technology.</p> <p>Example</p> <ul style="list-style-type: none"> <li>Use technology to produce original text and publish it via a collaborative network such as a podcast, wiki, blog, chat room or internet forum about any relevant topic or question aligned to Arizona Social Studies Standard. SSHS-S2C1-03; ETHS-S2C1-01</li> </ul>

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

<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>	
Research to Build and Present Knowledge	
<b><u>Standards</u></b>	<b><u>Explanations and Examples</u></b>
<i>Students are expected to:</i>	
9-10.WHST.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>In this standard, students conduct research for a variety of projects of differing lengths that address various audiences using a wide-range of resources for multiple purposes. To meet this standard, students become adept historical researchers and investigators.</p> <p>Example</p> <ul style="list-style-type: none"> <li>Students demonstrate extensive research skills through investigating and then proposing solutions to an environmental concern or issue (pollution, water scarcity, population) using a variety of print and non-print sources.</li> </ul> <p>SSHS-S2C9-04</p>
9-10.WHST.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.	<p>In this standard, students will demonstrate media literacy by using credible print and digital resources for focused research. Students will craft original work and will appropriately cite the works of others using a standard format, i.e., MLA. Utilization of a variety of reliable resources to support their original work should be encouraged and expected.</p> <p>Example</p> <ul style="list-style-type: none"> <li>As part of a research project, students will find credible digital sources (universities, libraries, government) to answer a historical question. A project rubric will evaluate students' abilities to demonstrate the following: MLA citations, original writing, accuracy of ideas and content, organization, etc. Historical questions could include: "How do nations choose their leaders?" "Why do some nations dominate global discourse?" "Why do empires fall?" "How are women treated across the globe?"</li> </ul> <p>ETHS-S5C1-06</p>
9-10.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.	<p>This standard directs students to write analyses, reflections and research, using evidence from informational text (e.g., statistics, anecdotes, primary and secondary accounts, diaries) as support.</p> <p>Example</p> <ul style="list-style-type: none"> <li>Students can draw evidence from informational texts to support their analysis and reflection of content by creating any of the following: mind-maps, flow charts, T-charts, Thinking Maps, etc.</li> </ul>

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<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>	
Range of Writing	
<b><u>Standards</u></b>	<b><u>Explanations and Examples</u></b>
<i>Students are expected to:</i>	
9-10.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>This standard requires 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). Long-term research projects should be alternated with shorter writing assignments.</p> <p>Example</p> <ul style="list-style-type: none"> <li>• Writing summaries of the day’s key ideas, dialogues between two individuals, reflective and interactive journals, quick writes of academic controversies, and using anticipation guides to determine prior knowledge are examples of daily, routine writing experiences.</li> </ul>