Linda Burrows

- K-12 Social Studies and World and Native Languages Specialist
- Taught social studies grades 7-12, English grades 7-12, co-taught ELA/Social Studies block classes for sophomores and juniors

Lauren Spenceley

- 6-12 Secondary English Language Arts Specialist
- Taught middle school Reading and Reading Interventions, 9-12 English and Creative Writing
Outcomes

• Participants will examine how to use diverse texts in a classroom and how social studies coupled with ELA can build background and context.

• Participants will be provided a guidance document and resources for building diverse texts into their classrooms.

• Participants will have resources to find primary sources from multiple perspectives.

• Participants will understand how to collaborate ELA and social studies curriculum, using diverse texts and resources to supplement and enhance ELA texts and relate to social studies.
In the Chat...

Please take a moment to introduce yourself and write where you are from.
Standards Comparison
# High School Social Studies Standards

<table>
<thead>
<tr>
<th>SS Standard</th>
<th>ELA Standard</th>
<th>ELP Standard</th>
<th>Rationale</th>
</tr>
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<tbody>
<tr>
<td>HS.SP3.1, HS.SP3.2, HS.SP3.5</td>
<td>9-10.RL.1, 11-12.RL.1</td>
<td>Standard 1</td>
<td>When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.</td>
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<td>HS.SP3.1, HS.SP3.2, HS.SP3.4, HS.SP3.5</td>
<td>9-10.RL.2, 11-12.RL.2</td>
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<td>HS.SP3.4, HS.SP3.5</td>
<td>9-10.RL.6, 11-12.RL.6</td>
<td>Standard 1</td>
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</table>
Reading Standards

Social Studies
• Evaluate an argument or claim
• Determine main idea/identify and analyze evidence
• Comprehend complex and difficult text
• Identify/evaluate information in multiple forms of media

ELA
• Evaluate an argument along with reasoning or relevance
• Determine the main idea of text, make logical references with analysis
• Interpret phrases and structure of text along with point of views
• Identify and evaluate text from diverse media
Writing Standards

Social Studies
• Make an argument using evidence
• Tell a story
• Apply appropriate technologies
• Gather multiple sources of information into projects

ELA
• Write an argument using reasoning and evidence
• Write a narratives and informative texts
• Use technology to produce and publish
• Use multiple sources to write research projects
Communicating Standards

Social Studies
• Collaborate with diverse partners
• Design and deliver a presentation
• Present information that is not totally written in text
• Use multiple modes of communication

ELA
• Collaborate with diverse partners
• Evaluate information presented in diverse media
• Evaluate point of view
• Design and deliver a presentation
• Use multiple forms of media to express information
In the Chat...

What overarching themes do you see consistent between ELA and social studies standards?
Research
“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lescelidge.”
Question 1

1. What is traxoline?

"It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lescelidge."

From Judith Lanier – Michigan State University
“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannnians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lescelidge.”

From Judith Lanier – Michigan State University
3. How is traxoline quaselled?

“IT IS VERY IMPORTANT THAT YOU LEARN ABOUT TRAXOLINE. TRAXOLINE IS A NEW FORM OF ZIONTER. IT IS MONTILLED IN CERISTANNA. THE CERISTANNIANS GRISTERLATE LARGE AMOUNTS OF FEVON AND THEN BRACHTER IT TO QUASSEL TRAXOLINE. TRAXOLINE MAY WELL BE ONE OF OUR MOST LUZIZED SNEZLAUS IN THE FUTURE BECAUSE OF OUR ZIONTER LESCELIDGE.”

From Judith Lanier – Michigan State University
4. Why is it important to know about traxoline?

“IT is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brchter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lascalidg.”

From Judith Lanier – Michigan State University
Why do we need literacy-rich social studies lessons?

“The batsmen were merciless against the bowlers. The bowlers placed their men in slips and covers. But to no avail. The batsmen hit one four after another with an occasional six. Not once did a ball look like it would hit their stumps or be caught.”

Tierney and Pearson (1981)
Teaching Content Is Teaching Reading

- Teaching civics is teaching reading
- Teaching economics is teaching reading
- Teaching history is teaching reading
- Teaching geography is teaching reading

Involves interdisciplinary applications

Inquiry is the base

Welcomes integration

Composed of enduring understandings and skills

Emphasizes skills and practices

Direct and explicit connections to ELA
Lower reading scores at both grades in 2019 than in 2017

Score decreases differ by gender nationally and across states

Trend in NAEP reading average scores, by grade

**Grade 4**
- 1 pt compared to 2017
- 4 pts compared to 1992

<table>
<thead>
<tr>
<th>Assessment Year</th>
<th>Scale Score</th>
</tr>
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<tbody>
<tr>
<td>1992</td>
<td>217*</td>
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<td>1998</td>
<td>215*</td>
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<tr>
<td>2009</td>
<td>221</td>
</tr>
<tr>
<td>2017</td>
<td>222*</td>
</tr>
<tr>
<td>2019</td>
<td>220</td>
</tr>
</tbody>
</table>

**Grade 8**
- 3 pts compared to 2017
- 3 pts compared to 1992

<table>
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<th>Assessment Year</th>
<th>Scale Score</th>
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<tr>
<td>1992</td>
<td>260*</td>
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<tr>
<td>1998</td>
<td>263</td>
</tr>
<tr>
<td>2009</td>
<td>264</td>
</tr>
<tr>
<td>2017</td>
<td>267*</td>
</tr>
<tr>
<td>2019</td>
<td>263</td>
</tr>
</tbody>
</table>

* Significantly different (p < .05) from 2019.

Accommodations not permitted
Accommodations permitted
Research

• Social studies is critical to literacy success

• Studies - Willingham, Leslie and Recht, Wexler

• Fordham Study

• Nell Duke
1. Elementary school students in the U.S. spend much more time on ELA than on any other subject.

2. Students from less-affluent backgrounds, Hispanic students, and those attending public schools (traditional and charter) spend more classroom time on ELA than do other students.

3. Increased instructional time in social studies – but not in ELA – is associated with improved reading ability.

4. The students who benefit the most from additional social studies time are girls and those from lower-income and/or non-English-speaking homes.
“Kids are getting to 4th grade with the ability to read words, but they don't have the world knowledge necessary to comprehend. They don't have the background knowledge that the authors assume that they would have.” (Nell Duke 2018)
In the Chat...

How does this correlate to what you are seeing in the classroom?
Planning
Parallel Curriculum Integration

1 - Scope and Sequence

• 6th Grade - world literature to 1500's
• 7th Grade - world and American literature from 1500's to present
• 8th Grade - current events, American government
• World history – world literature
• American history – American literature
• Senior English course – Government and Economics

2 - Add Primary Sources and Nonfiction

• Start small with supplemental texts.
• Bring in non-fiction primary sources – social studies teachers can be a guide
• Diversify novels and update to reflect population

3 - Create Joint Projects

• Projects should apply in both ELA and social studies
• Grades can be awarded in both classes
• Share grading burden
Scope and Sequence

• Selecting standards to be integrated
• Identify common themes
• Identify cross-curricular questions (inquiry)
• Identify an assessment that incorporates both standards
Jamboard

Each grade has a page - post it note of an idea/lesson that strikes you as we are going through the grade levels.
6th Grade

Social Studies

- Beginnings of human society/Neolithic Revolution
- World religions
- Classic civilizations - Persia, Greece, Rome, China
- Rise and fall of empires
- Growth of trade networks
- Development of feudal systems - civilizations of the 1300-1500’s
- Renaissance and Reformation

English

- Teaching with Primary Sources
- Artifacts - images
- Origin myths
- Diverse texts guidance
- Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts
7th Grade

Social Studies

• Scientific Revolution and Enlightenment
• Revolutions
• Global imperialism
• Industrialization
• Global depressions
• World War I, interim, World War II
• Cold War
• Global conflicts and consequences
• Government and economic systems

English

• Teaching with Primary Sources
  • Search using /loc.gov
  • Use primary sources to supplement novels and teach non-fiction
• Diverse texts guidance
• Holocaust literature
• Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts
8th Grade

Social Studies

• Foundations of U.S. government
• Founding documents, amendments and institutions
• Landmark Supreme Court cases and current legislation
• Civil Right movements
• Immigration
• Human rights and genocides
• Environmental issues
• Media-literacy
• Terrorism

English

• Teaching with Primary Sources
  • Search using /loc.gov
  • Use primary sources to supplement novels and teach non-fiction
• Diverse texts guidance
• Genocide literature
• Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts
Freshman English

English

• **Teaching with Primary Sources**
  • Search using /loc.gov
  • Use primary sources to supplement novels and teach non-fiction
• **Diverse texts guidance**
• Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts

Social Studies

• Background context from social studies
• Geography - place and location of texts
• Inquiry and further investigation of non-fiction
• Include government and economics of texts
World History and Sophomore English – Semester 1

World History
1. Ancient Religions – 1 week
2. Interactions Europe, Asia, America – 3 weeks
3. Creating Science – 2 weeks
4. Absolutism/Enlightenment – 2 weeks
5. Revolutions – 4 weeks
6. Industrial Revolution – 2 weeks
7. Imperialism – 2 weeks

English
1. Origin myths - Epic of Gilgamesh; Bhagavad Gita; Popul Vuh,
2. Things Fall Apart; Equiano, "The Interesting Narrative of the Life of Olaudah Equiano"; Bernal Diaz Conquest of New Spain; The Broken Spears
3. Galileo Galilei “Two Sciences”, Copernicus,
4. Any Enlightenment texts; Wollstonecraft
5. Simon Bolivar, Jamaican Letter (1815), Magical Realism -Bless Me Ultima, Like Water for Chocolate
7. Heart of Darkness; Sayyid Jamal ad Din "al-Afghani", "A Commentary on the Commentator"; George Orwell, "Shooting an Elephant"
World History and Sophomore English – Semester 2

**World History**
1. WWI – 4 weeks
2. Interim – 1.5 weeks
3. WW2 – 3.5 weeks
4. Modern Genocides – 1.5 weeks
5. Cold War – 4 weeks
6. Emerging Nations – 1.5 weeks
7. Modern Issues – 1.5 weeks

**English**
1. Animal Farm; Lin Tse-Hsü, "Advice to Queen Victoria"; Woodrow Wilson, "The Fourteen Points"
2. Rape of Nanjing; Sun Yat-Sen, "Fundamentals of National Reconstruction", Guernica
3. Winston Churchill Speeches, Farewell to Manzanar, They Called Us Enemy
4. ADE website
5. Pablo Neruda poetry; Mikhail Gorbachev, Perestroïka and Glasnost
6. Borgess; Nectar in a Sieve
7. A Good Earth; Red Scarf Girl; I am Malala; The Story of My Life: An Afghan Girl on the Other Side of the Sky
<table>
<thead>
<tr>
<th>U.S. History</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Causes of Revolution – 1 week</td>
<td>1. Diverse lens to teach history</td>
</tr>
<tr>
<td>2. Revolutionary War – 1.5 weeks</td>
<td>2. Howard Zinn Young People's History</td>
</tr>
<tr>
<td>3. New nation – 1.5 weeks</td>
<td>3. Emerson, Thoreau, Whitman, Margaret Fuller, Native voices, art</td>
</tr>
<tr>
<td>4. Western Expansion – 2 weeks</td>
<td>4. Uncle Tom’s Cabin, Find narratives from Native voices</td>
</tr>
<tr>
<td>5. Industrial Revolution – 1 week</td>
<td>5. Underground Railroad by Colson Whitehead</td>
</tr>
<tr>
<td>6. Civil War – 2 weeks (causes)</td>
<td>6. Gettysburg Address, Frederick Douglass, “What to the Slave is the Fourth of July?”</td>
</tr>
<tr>
<td>7. Reconstruction – 2 weeks</td>
<td>7. Reconstruction amendments, Lincoln’s speeches, realism vs. romanticism, Native voices</td>
</tr>
</tbody>
</table>
## U.S. History and Junior English – Semester 2

### U.S. History

1. Early Civil Rights – 2 weeks
2. Gilded Age – 2 weeks
3. WWI, Red Scare – 2 weeks
4. Social Movements – 1 week
5. Depression – 2 weeks
6. WW2 – 3 weeks
7. 1946-1969 – 2 weeks
8. 1970-Present – 2 weeks

### English

1. *Raisin in the Sun*, Langston Hughes, Toni Morrison  
   Jazz with *Gatsby* - Harlem Renaissance - Hughes, DuBois, Washington, Hurston,
2. *Gatsby*, but paired with excerpts from the *Jungle* and lead into King’s “I Have a Dream Speech” and *Narrative of the Life of Frederick Douglass*
3. *Crucible*,
4. Social movements – read excerpts from different movements - women’s suffrage
5. *Of Mice and Men*, New Deal documents, [LatinX poetry](#)
6. WW2 – more than just Jews, *Farewell to Manzanar*, *Ruda Septies*, *Enemies* (graphic novels to help struggling readers), [Holocaust/Genocide literature](#)
7. Malcolm X, Martin Luther King, Jr., AIM, *The House on Mango Street* by Sandra Cisneros
Senior English and Government

**English**
- Focus on text, images, poetry, novels that represent the world in which they will be involved in after they graduate.
- Diverse texts guidance
- Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts

**Social Studies**
- Founding Documents/Gov. – 1 week
- Judicial Branch – 2 weeks
- Rights and Responsibilities – 2 weeks
- Legislative Branch – 2 weeks
- Executive Branch – 2 weeks
- Citizenship – 1 week
- Political Parties – 2 weeks
- Arizona - .5 week
- Local Gov. - .5 week
- World Systems – 1 week
- Foreign Policy – 2 weeks
- UN and Orgs. – 1 week
Senior English and Economics

- Focus on text, images, poetry, novels that represent the world in which they will be involved in after they graduate.
- **Diverse texts guidance**
- Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts

- Scarcity and PPP – 1 week
- US Economy – 1.5 week
- Circular Flow – 1.5 week
- Supply – 2 weeks
- Market Functions – 1 week
- Benefits of Education – 1 week
- Influences of Advertising – 2 weeks
- Financial Goals – 1.5 weeks
- Investments – 1.5 weeks
- Federal Reserve – 1 week
- Unemployment – 1 week
In the Chat...

What parts of pairing curriculums will be easy?

What challenges do you foresee with the pairing of curriculums?
Resources
Primary Sources and Nonfiction

Social Studies
- Add more primary sources
- Increase inquiry assignments

English
- Start small with supplemental texts.
- Bring in non-fiction primary sources – social studies teachers can be a guide
- Diversify novels and update to reflect population
Primary Sources
Secondary Sources
Diverse Texts in the Secondary ELA Classroom

Guidance

The Why:
Educators have a responsibility to diversify the representation in the texts that students read in their classrooms. There is a world of diverse texts available that will give a broader viewpoint of the world as well as allow for and celebrate greater representation. Each of the books in the chart below feature protagonists and characters that are a part of underrepresented groups. There are also non-fiction texts that represent diverse voices and diverse perspectives of history.

These texts invite the work that needs to be done to promote anti-bias and anti-racism (ABAR) in the classroom. It is not enough to just teach a diverse curriculum - this work should also include opportunities for deep discussions, self-realizations, research, attitude shifting, bias recognition, and identity discovery. Educators should move beyond this chart, and explore the other resources provided, to help them develop a more diverse curriculum.

The How:
The chart has been designed to help an educator explore diverse texts that can supplement or replace traditional texts. On the chart, there are common themes and texts taught in the secondary English Language Arts classroom. For each common theme or traditional text, there are diverse texts with similar themes. The diverse population represented in the book is also listed. In the Book Info column, the link provided leads to a summary of the book (in the case of the two short stories and one essay, the link leads to a copy of the text). The abbreviations for Genre and Grade Level are as follows:

<table>
<thead>
<tr>
<th>Genre</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Fiction (F)</td>
<td>Middle School (MS)</td>
</tr>
<tr>
<td>Non-Fiction (NF)</td>
<td>High School (HS)</td>
</tr>
<tr>
<td>Drama (D)</td>
<td></td>
</tr>
<tr>
<td>Poetry (P)</td>
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</tbody>
</table>

It is important to remember that this list is by no means exhaustive. This list of diverse texts is a good place to start, as well as exploring the resources that have been provided after the chart. Start slow – for example, pick one text to replace or supplement in one unit of the current curriculum. This is important work that will take time, and the best part is that there are resources to assist with expanding the current curriculum and move it toward inclusivity and intersectionality.

**The information and texts described in this guidance document do not imply an endorsement by the Arizona Department of Education (ADE). The views and opinions expressed in any referenced resource do not necessarily reflect those of ADE.**
Create Joint Projects

• Ultimate goal to integrate ELA and social studies to a level that you can accomplish this.

• A major benefit is that marrying these two subjects will not only increase literacy across content areas, but also will increase background knowledge and schema.
For Further Consideration and Support

• ADE Social Studies Webpage
• ADE Secondary English Language Arts Webpage
For questions or concerns please contact either Linda Burrows at linda.burrows@azed.gov or Lauren Spenceley at lauren.spenceley@azed.gov or visit the Arizona Department of Education Social Studies Standards web site at http://www.azed.gov/standards-practices/k-12standards/standards-social-studies/ or Arizona Department of Education English Language Arts Standards web site at https://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards
Thank you!

- Recorded sessions will be loaded to the Teachers’ Institute & Leading Change webpage on the ADE website ~ one week after the live conference closes.
- https://www.azed.gov/leading change
- Recordings will not be archived through the CE21 platform.
- Survey – link at the top