















## Reading Standards for Literacy in History/Social Studies (RH)

### Integration of Knowledge and Ideas *continued*

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.RH.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<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.</p> <p>This standard requires students to read multiple accounts of an event and construct their own interpretation using pertinent information from all of the accounts. While doing so, students will note any discrepancies among sources.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students write a “morning after” analysis of a national election to interpret trends and predict future impacts on the nation. <i>SSHS-S1C10-01</i></li> <li>• Students read accounts, watch newsreel footage and review photographs which document the transformation of society on the home front during World War II, paying close attention to the roles of women and minorities. <i>SSHS-S1C8-02c</i></li> </ul>





## Reading Standards for Literacy in History/Social Studies (RH)

### Range of Reading and Level of Text Complexity

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<b>11-12.RH.10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	Students read and comprehend text in history/social studies at the appropriate grade level.



## Grades 11-12: Literacy in History/Social Studies Explanations and Examples

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### Introduction to Writing Standards

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

## Writing Standards for Literacy in History/Social Studies – Explanations and Examples

### Writing Standards for Literacy in History/Social Studies (WHST)

#### Text Types and Purposes

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.WHST.1</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>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>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>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>Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>This standard requires students to write a persuasive composition which:</p> <ul style="list-style-type: none"> <li>• states a claim and counterclaim;</li> <li>• presents detailed evidence, examples and reasoning to support effective arguments and emotional appeals;</li> <li>• structures ideas; and,</li> <li>• acknowledges and refutes opposing arguments.</li> </ul> <p>The persuasive composition should address a topic in US history, civics, or economics.</p> <p>Student writing will use organization, sentence variety, and vocabulary which enhance the presentation of evidence. An effective conclusion to the work will be required.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students write an essay entitled “The Most Important Piece of New Deal Legislation,” justifying their choice with vivid examples from the 1930s and the history of the US up to today. <i>SSHS-S1C8-01d</i></li> <li>• Students write a letter to the editor supporting government incentives for the use of solar energy. <i>SSHS-S4C3-02</i></li> </ul>

## Writing Standards for Literacy in History/Social Studies (WHST)

### Text Types and Purposes *continued*

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.WHST.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, and tables), and multimedia when useful to aiding comprehension.</p> <p>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>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>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>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>This standard requires students to write an informative/explanatory composition which:</p> <ul style="list-style-type: none"> <li>• introduces a topic;</li> <li>• includes formatting and graphics;</li> <li>• presents detailed facts, examples and reasoning;</li> <li>• attributes sources of information when appropriate;</li> <li>• structures ideas; and</li> <li>• develops the topic thoroughly.</li> </ul> <p>The expository composition should address a topic in US history, civics, or economics.</p> <p>Student writing will use organization, sentence variety, and domain-specific vocabulary and techniques which enhance the presentation of evidence. An effective conclusion to the work will be required.</p> <p>Students will be required to use graphics, charts, multimedia, and formatting skills to enhance the document. The writing will be informative or explanatory.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Students will write an illustrated paper on the progression of Supreme Court cases which have limited and defined the legal use of the death penalty. <i>SSHS-S3C3-02</i></li> <li>• Students describe the effects of westward expansion on the lives of American Indians from the Trail of Tears (1828) through the Dawes Act (1887). <i>SSHS-S1C5-04; SSHS-S1C7-03a</i></li> </ul>



## Writing Standards for Literacy in History/Social Studies (WHST)

### Text Types and Purposes *continued*

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.WHST.3.</b> (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 use narrative accounts (e.g., diaries, stories, folk tales, and lyrics) which they have read in their research in order to present arguments or informative/explanatory text.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will read selections from Joanna Stratton’s <i>Pioneer Women: Voices from the Kansas Frontier</i> to write about the lives on women on the 19<sup>th</sup> century frontier. <i>SSHS-S1C5-01</i></li> <li>• Students will read personal accounts of the September 11<sup>th</sup> attacks and write an informative essay of the events. <i>SSHS-S1C10-03</i></li> </ul>

## Writing Standards for Literacy in History/Social Studies (WHST)

### Production and Distribution of Writing

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.WHST.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Produce clear and coherent functional writing (e.g., formal letters, envelopes, technical directions, experiments, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebars, and 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>The standard requires the use of writing that is appropriate to a specific practical task and its audience.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students produce a household budget using an effective graphic organizer. <i>SSHS-S5C5-03; ETHS-S1C4-01</i></li> <li>• Students produce a flow chart on how a bill becomes a law in the Arizona State Legislature. <i>SSHS-S3C2-08c; ETHS-S1C4-01</i></li> </ul>
<p><b>11-12.WHST.5.</b> 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.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students create a “Voter’s Guide” to the ballot propositions for their fellow students. <i>SSHS-S3C2-08a</i></li> <li>• Students write a handbook for savings and investments for college students. <i>SSHS-S5C5-06</i></li> </ul>
<p><b>11-12.WHST.6.</b> 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.</p>	<p>Students must use technology to produce and publish writing products. Students’ work will be critiqued with feedback and expectations that students will conduct additional research. Feedback may come from the teacher or other students.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will use the 13<sup>th</sup> and 14<sup>th</sup> Amendments, and relevant Supreme Court cases to define citizenship. They will add the current on-going efforts to amend the Constitution to deprive “anchor babies” (children born in the US to undocumented residents) of their citizenship. <i>SSHS-S3C4-02; ETHS-S2C1-01</i></li> <li>• Students track government regulation of business since the Progressive Era through today, updating their work as government passes new legislation. <i>SSHS-S1C10-01; SSHS-S1C10-02; SSHS-S1C10-03; SSHS-S5C1-03b; ETHS-S2C1-01</i></li> </ul>

## Writing Standards for Literacy in History/Social Studies (WHST)

### Research to Build and Present Knowledge

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.WHST.7.</b> 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>This standard requires students to answer questions through research; including those they create themselves to solve a problem. Projects will vary in length as appropriate to the subject. They will use and combine information from multiple sources to construct their answer(s).</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will examine late 19<sup>th</sup> century immigrant groups and their countries of origin, to determine what were the push/pull factors causing each group to emigrate. They will draw connections between political events in the nations from which they emigrated. <i>SSHS-S4C4-02; SSHS-S1C7-02</i></li> <li>• Students research the founders of the United States and examine how the US Constitution is a reflection of its framers. Some students can examine individual framers; others can look at specific groups (e.g., Southern planters and/or Northern investors). <i>SSHS-S3C2-02; SSHS-S1C4-04c</i></li> </ul>
<p><b>11-12.WHST.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>This standard requires students to use and attribute many reliable sources using advanced research skills. Students note that all sources have their limitations and take care to use a variety of sources and avoid plagiarism. Attribution should follow a standard format, i.e., MLA.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students use several slave narratives from the American Memory Collection of the Library of Congress to construct a picture of their conditions in the Antebellum South. <i>SSHS-S1C6-01c, d; ETHS-S5C1-06</i></li> <li>• Students use resources (photographs, diaries, publications, newspaper articles, editorials, political cartoons, etc.) to compare the movement for suffrage in different areas of the United States. <i>SSHS-S1C7-02a; ETHS-S5C1-06</i></li> </ul>



## Writing Standards for Literacy in History/Social Studies (WHST)

### Research to Build and Present Knowledge *continued*

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.WHST.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>This standard directs students to write analyses, reflections and research, using evidence from informational text (e.g., statistics, anecdotes, primary and secondary accounts, and diaries) as support.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will read key presidential inaugural addresses to extract main issues of each president's era (e.g., Washington's first, Lincoln's second, FDR's first, and JFK's) Subsequent research will focus on one issue of the inaugural address. <i>SSHS-S1C4-05a; SSHS-S1C6-01f; SSHS-S1C9-01</i></li> <li>• Students explain the explosive growth of the city of Phoenix after World War II through examining its geographic characteristics. <i>SSHS-S4C2-05</i></li> </ul>



## Writing Standards for Literacy in History/Social Studies (WHST)

### Range of Writing

#### Standards

*Students are expected to:*

**11-12.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.

#### Explanations and Examples

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, and research projects). Long-term research projects should be alternated with shorter writing assignments.

#### **Examples:**

- 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 the course of a semester. *SSHS-S1C1-04*