Disciplinary Literacies in the CA HSS Framework

**Historical Literacy**

To develop historical literacy, students must:

- Develop research skills and a sense of historical empathy
- Understand the meaning of time and chronology
- Analyze cause and effect
- Understand the reasons for continuity and change
- Recognize history as common memory, with political implications
- Understand the importance of religion, philosophy, and other major belief systems in history

**Geographic Literacy**

To develop geographic literacy, students must:

- Develop an awareness of place
- Develop locational skills and understanding
- Understand human and environmental interaction
- Understand human movement
- Understand world religions and their historical, cultural, economic and political characteristics

**Economic Literacy**

To develop economic literacy, students must:

- Understand the basic economic problems confronting all societies
- Understand comparative economic systems
- Understand the basic economic goals, performance, and problems of our society
- Understand the international economic system

**Sociopolitical (Civic) Literacy**

To develop sociopolitical (civic) literacy, students must:
- Understand the close relationship between social and political systems
- Understand the close relationship between society and the law
- Understand comparative political systems

**Democratic Understanding and Civic Values**

“The curricular goal of democratic understanding and civic values is centered on an essential understanding of the nation's identity and constitutional heritage; the civic values that form the foundation of the nation's constitutional order and promote cohesion between all groups in a pluralistic society; and the rights and responsibilities of all citizens.”

CA History-Social Science Framework, 2005
Preparing Students for College, Career, and CITIZENSHIP:

A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
Los Angeles County Office of Education

9300 Imperial Highway,
Downey, California 90242-2890

Arturo Delgado, Ed.D., superintendent
Yolanda M. Benitez, assistant superintendent,
   Educational Services
Raynette Sanchez, director III,
   Curriculum and Instructional Services

Los Angeles County Board of Education
Douglas R. Boyd, president
Rudell S. Freer, vice president
Katie Braude
Gabriella S. Holt
Maria Reza
Thomas A. Saenz
Rebecca J. Turrentine

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Credits and Acknowledgements

Primary Author
Michelle M. Herczog, Ed.D.
Consultant III, History-Social Science
Los Angeles County Office of Education
Division of Curriculum and Instructional Services

Contributing Author
Frances L. (Cricket) Kidwell, Ed.D.
Assistant Superintendent
Trinity County Office of Education

Contributing Author
Marshall Croddy
Vice-President, Constitutional Rights Foundation
California Campaign for the Civic Mission of Schools

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Raynette Sanchez
Director
Division of Curriculum and Instructional Services
Los Angeles County Office of Education

Yvonne Contreras, Ed.D.
Assistant Director
Division of Curriculum and Instructional Services
Los Angeles County Office of Education

Della Larimore
Project Director, English-Language Arts
Division of Curriculum and Instructional Services
Los Angeles County Office of Education

Susan Griffin
Executive Director
National Council for the Social Studies

Ted McConnell
Executive Director
Campaign for the Civic Mission of Schools

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Introduction and Overview

California Adopts the Common Core State Standards
The Common Core State Standards Initiative led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) reviewed the fundamental mission and goal(s) of K-12 education across our nation and led the development of a set of standards based on critical knowledge, skills, and dispositions critical for success in the 21st century. The Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and the Common Core State Standards for Mathematics were designed to provide a consistent, clear understanding of what students are expected to learn. They are considered robust and relevant to the real world, reflecting the knowledge and skills that our young people need in preparation for college, career and citizenship in the 21st century. A number of organizations, including Achieve, ACT, Inc., American Federation of Teachers, College Board, Education Trust, National School Boards Association and the Partnership for 21st Century Skills, support the Common Core State Standards Initiative with its focus on providing rigorous content and application of knowledge through high-order thinking skills.

This state-led initiative calls for states to adopt the Common Core State Standards in their entirety but also invites states to add up to 15% additional standards to meet individual state needs. In June and July 2010, the California Academic Content Standards Commission (ACSC) met in Sacramento to review the CCSS for alignment to California standards and developed recommendations for standards to supplement the CCSS in California. On August 2, 2010, the California State Board of Education joined 33 other states and the District of Columbia in adopting the Common Core State Standards for English Language Arts and Mathematics.

The Common Core State Standards and History/Social Studies
A notable difference between the Common Core State Standards for English-Language Arts and the English-Language Arts Content Standards for California Public Schools is the attention given to the teaching of reading and writing standards in history/social studies, science and technical subjects. Students are best served when subject areas are not taught in isolation but are integrated in meaningful ways to help them acquire high levels of subject matter knowledge, critical thinking, problem solving, creativity, communication, and collaboration skills and become successful and responsible citizens of the 21st century as stated below:

Note on range and content of student reading:
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.1

What bears repeating is the primary intent of including history/social studies, science and technical subjects in the Common Core State Standards—not to supplant the content, knowledge and skills identified in the California History-Social Science, Science and other subject area Frameworks but to emphasize the need to utilize the discipline of each content area to provide a meaningful context for students to become proficient readers, writers and speakers in the 21st century. Acquisition of English-Language Arts skills is dependent upon the constructs of content and a knowledge-based curriculum as described by E. D. Hirsch. “Reading proficiency isn’t in and of itself the magic key to competence. It’s what reading enables us to learn and to do that is critical... The idea that reading skill is largely a set of general-purpose maneuvers that can be applied to any and all texts is one of the main barriers to our students’ achievement in reading. It leads to activities that are deadening for agile and eager minds, and it carries big opportunity costs. These activities actually slow down the acquisition of true reading skill. They take up time that could be devoted to gaining general knowledge, which is the central requisite for high reading skill.”2
Furthermore, just as English-language arts teachers should reach out to content area teachers to provide context for acquiring literacy skills, the social studies teacher needs to embrace literacy as an important pedagogy to acquire and demonstrate disciplinary critical thinking in preparation for citizenship in a democratic society. According to Sam Wineburg, Professor of Education at Stanford University, 

"Literacy is the key word here, because the teaching of history should have reading and writing at its core. Years ago, this may have been the case, but that time is long gone. In some underfunded schools, teachers struggle to cope with low reading levels by reading the textbook aloud to students so they at least get the content" (Schoenbach, Greenleaf, Cziko, & Hurwitz, 1999) 3. In other classrooms, writing in social studies is increasingly being replaced by PowerPoint assignments, complete with bullet points and animation. But we can no more defend an argument on why the USSR disintegrated using bullet points than we can journey to Moscow on the wings of a Frommer travel guide. Working through successive drafts of the cause-and-effect essay—making sure that paragraphs reflect a logical procession of ideas and that assertions are backed by evidence—is hard and inglorious work, but there are no shortcuts… Skits and posters may be engaging, but leaving students there—engaged but illiterate—amounts to an incomplete lesson that forfeits our claim as educators...This means teaching students to be informed readers, writers, and thinkers about the past as well as the present—a goal all parties should be able to embrace. Our democracy’s vitality depends on it.4

Which leads us to this enduring question: how can we equip all students with reading, writing, listening and speaking skills and the knowledge, skills and dispositions to become responsible engaged citizens throughout their lives? This historic civic mission of our schools needs to be revitalized as the central purpose of education by strengthening civic education for all students at all grade levels.

Recent research also reveals that civic education, especially when it is interactive and involves discussion of current issues, is an important way to develop non-civic skills that young Americans need to succeed in the 21st century workforce. According to a study conducted by Judith Torney-Purta, Ph.D. and Britt S. Wilkenfeld, Ph.D. of the Department of Human Development at the University of Maryland, College Park, “Students who experience interactive discussion-based civic education (either by itself or in combination with lecture-based civic education) score the highest on ‘21st Century Competencies,’ including working with others (especially in diverse groups) and knowledge of economic and political processes.” 6 As schools struggle to increase high school graduation rates, it is also important to note that implementing civic learning in elementary and middle school with a focus on civic responsibility increases the likelihood that students will not drop out of high school.7 Similarly, courses that require community service and participating in student government have been found to predict high school graduation and college attendance and success.8 Unfortunately, providing all students high-quality civic education across the nation has been extremely difficult in recent years.

In California, the challenge is even greater. Our state is experiencing a “civic opportunity gap” characterized by research that finds that race/ethnicity, academic track and socio-economic status determine a student’s opportunity to engage in civic learning. In other words, high school students that are white, college-bound and attend high SES schools are more likely to engage in civic education than low-income students, those not heading to college, and students of color.9 With a diverse population that is approximately one-quarter foreign-born, California is challenged to educate students of all backgrounds in the fundamentals of democracy and civic skills. California cannot afford to shortchange students’ education by denying access to high-quality civic education at each grade span nor risk the consequences of a civic-education curriculum that is left to chance. The political, economic, and social well-being of the state and the nation is entirely dependent upon the preparation and education of our young people.10
Civic Education Integrated With English-Language Arts Promotes Critical Thinking

The convergence of our American historical heritage and the goal of civic literacy calls upon students to think critically about connecting and applying the ideals put forth in the founding of our nation and the social and political realities of today. English-Language Arts skills are critical to achieving this goal. Reading and comprehending complex expository text allows students to acquire extensive content knowledge about historical events, democratic ideals, processes and institutions. Listening for understanding about key ideas, diverse perspectives, points of view and various philosophical constructs allows students to identify logical conclusions, analyze any logical fallacies, draw logical conclusions, and take positions based on rationale arguments. Providing students with opportunities to engage in discussions about controversial issues empowers them to paraphrase information, articulate complex ideas representing various points of view and practice the art of civil discourse. Writing informative, explanatory and persuasive texts further develops students’ ability to analyze information, deconstruct complex ideas, and articulate arguments in an organized, coherent manner. English-Language Arts skills, developed in this manner within the construct of civic education, not only furthers subject matter knowledge but strengthens students’ cognitive abilities to think critically about important issues and provides them with the skills to respond in meaningful, relevant ways. These higher-order critical thinking skills developed and practiced through an integrated approach will create an informed, engaged, responsible citizenry able to:

- understand democratic values and principles including equality, fairness, working toward a common good;
- understand democratic processes and institutions such as laws, justice, representative democracy, civil discourse, and due process;
- analyze historical, economic, political, and social issues through research, debate, and discussion of public policy, political intent, legal precedents, international relations, social movements, and historical foundations;
- practice reasoned decision-making by taking a position and defending it with supporting facts, accurate information, and reasoned conclusions;
- demonstrate participatory skills that include listening, speaking, and communicating through civil discourse, consensus-building, compromise, formal debate, and presentation of multiple perspectives;
- evaluate sources of information to identify bias, unbalanced perspective, and prejudice;
- embrace a national identity by committing to the role and responsibilities of citizenship;
- become engaged, active citizens in the democratic process and the well-being of our national heritage.

Guardian of Democracy: The Civic Mission of Schools

released on September 15, 2011 identifies six proven practices that constitute a well-rounded high-quality civic learning experience. The report cites research-based evidence that high-quality civic learning promotes civic knowledge, skills and dispositions to help students understand public issues, view political engagement as a means of addressing communal challenges, and participate in civic activities. In addition, civic learning serves to help students acquire the skills necessary to think critically and solve problems in collaborative settings, be effective communicators by promoting civil discourse through structured debate, and learn to create and innovate—skills identified in the Partnership for 21st Century Skills initiative that will serve young people throughout their lives in college, the workforce and democratic life. More information can be found at www.civicmissionofschools.org.

Guardian of Democracy: The Civic Mission of Schools

Proven Practices in Civic Learning

1. Classroom Instruction: Schools should provide instruction in government, history, economics, law, and democracy.

2. Discussion of Current Events and Controversial Issues: Schools should incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.

3. Service-Learning: Schools should design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.

4. Extracurricular Activities: Schools should offer opportunities for young people to get involved in their schools or communities outside of the classroom.

5. School Governance: Schools should encourage student participation in school governance.

6. Simulations of Democratic Processes: Schools should encourage students to participate in simulations of democratic processes and procedures.11

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NCSS National Curriculum Standards for Social Studies:
A Framework for Teaching, Learning, and Assessment

Another valuable resource for guiding students’ acquisition of content knowledge, building critical thinking skills, and developing the dispositions to become responsible, civicly engaged citizens is the National Council for the Social Studies (NCSS) National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment. By envisioning social studies as a comprehensive integrated approach to achieving civic competency, the framework guides teachers to utilize instructional approaches that center on interrelated themes focused on developing higher-order thinking skills and application of knowledge and skills in authentic settings. Thus, the definition of social studies, articulated by the National Council for the Social Studies, stated below, is clearly aligned with the vision and goals of the Common Core State Standards for English-Language Arts in preparing students for college, career and citizenship. Social studies is defined as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.12

The NCSS Themes of Social Studies

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual, Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

The Ten Themes described in the NCSS Standards represent a way of organizing knowledge about the human experience in the world. The NCSS Learning Expectations, at early, middle, and high school levels, describe democratic dispositions/purposes, knowledge, and intellectual processes that students should exhibit in student products. The Essential Social Studies Skills and Strategies represent the abilities involved in the thinking, reasoning, researching, and understanding that learners engage in as they encounter new concepts, principles and issues. Student Products describe what and how students will demonstrate acquired learnings and provide teachers with a vehicle to assess student achievement. Snapshots of Practice provide educators with images of how the standards might look when enacted in classrooms. More information can be found at www.socialstudies.org.

How to Use This Guide

This work is intended to achieve a dual purpose: to provide English-Language Arts teachers a civic education context for improving literacy skills and to provide social studies teachers a pedagogical framework for building literacy competencies needed for civic life. Reading, writing, listening and speaking skills are critical to success in all subject areas, hence, this guide provides a methodology that can be easily replicated for teachers of science, mathematics, health education, visual and performing arts, and career technical education.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects adopted by the State of California are listed below and organized by grade spans: K-2, 3-5, 6-8 and 9-12. Highlighted and underlined standards are those added by the California Standards Commission and adopted by the California State Board of Education. The “Civic Education Connection” in the column along the left side of the matrix throughout describes a number of civic education instructional practices and strategies that teachers can utilize to build student civic competency and simultaneously meet the Common Core State Standards.
The outline for a comprehensive civic literacy strand is as follows:

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<tr>
<td></td>
<td>• Connections From the Past—Civic Action for Today</td>
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The lesson activities in each of the grade spans follow a natural progression that builds students’ historical knowledge of the foundations of democracy, an understanding of how America’s constitutional principles are reinterpreted over time, and the skills and dispositions needed for effective citizenship. Applied knowledge of history, government and civics is necessary for developing civic competency. Therefore, each series of lessons calls for students to actively participate in activities that strengthen reading, writing, speaking and listening skills in the context of civic dialogue, debate, persuasion and action. For example, the “K-2 Reading Standards for Informational Text” call for students to identify key ideas and details, understand how craft and structure of text contribute to comprehension, integrate knowledge and ideas, and comprehend complex text. The Civic Education Connection example prompts teachers to utilize informational text about different Founding Fathers as a context for developing these literacy skills. Discussions about George Washington and Thomas Jefferson begin with a basic understanding of who they were and what they believed in. It then leads to a discussion about the importance of rules and laws, the responsibility of government to protect rights cherished by the Founding Fathers, and the responsibility of citizens in a democratic society. Even young children can understand principles of equality, fairness and justice and begin to develop a framework for understanding how these values informed the development of our national democracy. Students engage in writing, speaking, and listening activities to build content knowledge, develop civic skills and dispositions, and meet Common Core State Standards needed for civic competency.

The Civic Connections for Grades 3-5 call for students to deepen their understanding of the role and responsibility of government through an analysis of a fictional story, *Yertle the Turtle* by Dr. Seuss. Students transition to informational text and are asked to identify the key ideas and details of the Preamble of the Constitution and the Bill of Rights. They compare and contrast the main ideas, identify the authors’ point of view and proceed to apply their knowledge of the documents to develop a *preamble* and *bill of rights* for their classroom. Writing, speaking and listening skills are developed as students write persuasive and explanatory text to explain their work, conduct interviews of peers, school staff and parents about the importance of rules and rule-making, and make formal presentations using a variety of visual and audio aides and speaking techniques.

Students in grades 6-8 begin to uncover the early foundations of democratic ideals and principles by reading informational text about the religions, belief systems and traditions in ancient civilizations that influenced political structures and ideologies in Greece, the Roman Republic, the European Enlightenment and finally the birth of American democracy. Understanding the function, structure and role of various forms of government including our own allows students to think critically about the role of government in addressing complex political, social and economic issues around the world. Students are asked to read about current events, identify an issue of concern in their local community, research and analyze the various causes and effects of the identified problem, and work collaboratively to develop a public policy solution to be presented to the government body authorized to address the problem.
High school students are invited to proceed through a similar model by examining informational text about early political thinkers such as Montesquieu, Machiavelli, Hobbes, Rousseau and others to understand the complex ideas surrounding classical republicanism, natural rights, and the role of government to promote the common good while also protecting the civil liberties of individuals. As history reveals, the interpretations of these basic principles come into conflict as Susan B. Anthony, Elizabeth Cady Stanton, Martin Luther King, Jr. and other leaders of civil rights movements press for equal rights and equal protection under the law guaranteed by the U.S. Constitution for all individuals living in our nation. Students are asked to apply their knowledge to think critically about situations where individuals or groups in today’s society feel their civil liberties are being violated. Reading, writing, listening and speaking skills are employed to address these complex yet significant issues as competent, responsible citizens of our American society.

The Reading and Writing Standards for Literacy in History/Social Studies 6-12 developed as part of the Common Core State Standards initiative were designed to complement the specific content demands, norms, conventions and disciplinary habits of thinking of History/Social Studies. They reference domain-specific words and phrases; an attention to precise details; the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. History-Social Studies teachers will quickly recognize references to the use of primary and secondary sources; discipline-specific vocabulary, content and skills inherent in History/Social Studies. While the civic education connections in the preceding sections reflect a thematic approach, the examples in this section provide “snapshots” of civic education practices to further clarify the disciplinary intent of the K-12 standards.

Needless to say there is a plethora of examples and opportunities within both History/Social Studies and English Language Arts classrooms to engage students in reading, writing, listening and speaking activities that are rigorous, meaningful and promote critical thinking and problem solving—important knowledge and skills needed to prepare young people for college, career and citizenship in the 21st century. The Civic Education Connections in this document provide examples for both the English Language Arts and History/Social Studies teacher to consider. The Civic Education Connections aligned to the K-5 and 6-12 Common Core State Standards are designed to provide English Language Arts teachers with practical examples and strategies to provide meaningful context to students in their classrooms. The Civic Education Connections aligned to the Reading and Writing Standards for Literacy in History/Social Studies 6-12 invite History/Social Studies teachers to utilize the Common Core State Standards for English Language Arts to deepen their instruction to promote civic learning in profound ways.

By integrating the goals of the Common Core State Standards initiative and the goals of civic education, educators can truly provide all students with the knowledge, skills and dispositions needed for success. Whether students’ lives lead them to college or the workforce, they must as future citizens of our nation learn to become effective, responsible and engaged citizens in the 21st century. It is our mission, our civic mission as educators, families, and policymakers to adopt this goal as a moral and civic imperative for the young people we serve and the future of our democracy.
Building a Foundation for Civic Literacy

Children at very young ages understand abstract concepts of equality and justice as well as values such as fairness and honesty. Lessons about the importance of laws and rules in their school and home help them understand the reasons for establishing rules and laws in the birth of a new nation.

Rules and Laws in Our World

Rules and laws are necessary for achieving the goals of a civil society. They establish behavioral norms, protect rights of individuals, and clarify the responsibilities of citizenship. Children at very young ages need to understand that the governance of a family, school and country protects and defends the rights of its members, and, yet, there are consequences to bending or breaking rules and laws of a society. Working together for the common good is a primary goal of a democratic society.

Reading Standards for Literature K–2

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
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</tr>
<tr>
<td>1. With prompting and support, ask and answer questions about key details in a text.</td>
<td>1. Ask and answer questions about key details in a text.</td>
<td>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td>2. With prompting and support, retell familiar stories, including key details.</td>
<td>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
</tr>
<tr>
<td>3. With prompting and support, identify characters, settings, and major events in a story.</td>
<td>3. Describe characters, settings, and major events in a story, using key details.</td>
<td>3. Describe how characters in a story respond to major events and challenges.</td>
</tr>
</tbody>
</table>
Civic Education Connections:

4. Identify new vocabulary words and utilize strategies to determine meanings (e.g., looking at pictures, context cues, cognates).

5. Discuss various words and phrases that convey feelings (e.g., fair/unfair, just/justice/unjust, benefit/consequence).

6. Recognize different types of texts for different purposes. Identify the type of text the book represents (e.g., storybook, fantasy, realistic text) and its purpose (e.g., tell a story, give information).

7. Focus on various characters and their different points of view:
   - Who follows the rules? Why?
   - Who does not follow the rules? Why?
   - How do the characters act in the beginning of the story, the middle and the end?
   - What is the author trying to say?
   - What is the illustrator trying to say?

8. Examine the illustrations and text to gain a full understanding of the story. How do the illustrations support the context of the story?

9. Read and examine another story about Rules and Laws and compare/contrast the events, characters and lessons learned. Relate the characters and stories to a real-life scenario in the classroom. Ask students:
   - What would happen if Character A (rule follower) was a student in our classroom?
   - What would happen if Character B (rule breaker) was a student in our classroom?
   - How would their behavior affect our ability to learn, play and be successful?
   - What could be done to make sure that all of us are safe, secure and protected?

10. Work with students to create a set of classroom rules and consequences.

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<table>
<thead>
<tr>
<th>Craft and Structure</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Ask and answer questions about unknown words in a text. (See grade K Language Standards 4-6 for additional expectations.)</td>
<td>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language Standards 4-6 for additional expectations.)</td>
<td>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4-6 for additional expectations.)</td>
</tr>
<tr>
<td>5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).</td>
<td>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</td>
<td>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
</tr>
<tr>
<td>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
<td>6. Identify who is telling the story at various points in a text.</td>
<td>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td>
<td>7. Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
</tr>
<tr>
<td>8. (Not applicable to literature)</td>
<td></td>
<td>8. (Not applicable to literature)</td>
</tr>
<tr>
<td>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>9. Compare and contrast the adventures and experiences of characters in stories.</td>
<td>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Range of Reading and Level of Text Complexity</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Actively engage in group reading activities with purpose and understanding.</td>
<td>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
<td>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
<tr>
<td>a. Activate prior knowledge related to the information and events in texts.</td>
<td>a. Activate prior knowledge related to the information and events in a text.</td>
<td></td>
</tr>
<tr>
<td>b. Use illustrations and context to make predictions about text.</td>
<td>b. Confirm predictions about what will happen next in a text.</td>
<td></td>
</tr>
</tbody>
</table>
Foundations of Democracy and America’s Founding Fathers
Introduce informational text about George Washington, Thomas Jefferson, Benjamin Franklin and/or any of the other Founding Fathers to help students acquire knowledge and understandings of the life experiences and ideas of the men who helped shape our democracy.

Civic Education Connections:

1. Identify key ideas and details from the text. For example,
   - Who was George Washington?
   - What did he do?
   - When did he do these things?
   - Why did he do the things he did?
   - What was the order of events?
   - How did his beliefs shape American history and the foundation of our democracy (i.e., ideals of a free society, equality and justice for all people)?
   - How did he define the role and responsibility of the government? The role and responsibilities of citizens?

2. Read text about a different Founding Father. Explore the same questions as above and extend the discussion to compare the two individuals. For example,
   - How was Thomas Jefferson like George Washington?
   - What did they both believe in?
   - What did they do together?
   - How were they different?
   - How did they define the role and responsibility of the government? The role and responsibilities of citizens?

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### Reading Standards for Informational Text K-2

<table>
<thead>
<tr>
<th>Kindergartners:</th>
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</tr>
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<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
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</tr>
<tr>
<td>1. With prompting and support, ask and answer questions about key details in a text.</td>
<td>1. Ask and answer questions about key details in a text.</td>
<td>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td>2. With prompting and support, identify the main topic and retell key details of a text.</td>
<td>2. Identify the main topic and retell key details of a text.</td>
<td>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
</tr>
<tr>
<td>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
</tr>
</tbody>
</table>
Civic Education Connections:

3. Identify new vocabulary words and utilize strategies to determine meanings (e.g., looking at pictures, context cues, cognates).
4. Identify the front cover, back cover, title page and various text structures.
5. Focus on the author and illustrator and their role in presenting ideas and information. Introduce the concept of author bias and point of view.

<table>
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<th>Kindergartners:</th>
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</tr>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>4. With prompting and support, ask and answer questions about unknown words in a text. <em>(See grade K Language Standards 4-6 for additional expectations.)</em></td>
<td>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <em>(See grade 1 Language Standards 4-6 for additional expectations.)</em></td>
<td>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <em>(See grade 2 Language Standards 4-6 for additional expectations.)</em></td>
</tr>
<tr>
<td>5. Identify the front cover, back cover, and title page of a book.</td>
<td>5. Know and use various text <em>structures (e.g., sequence)</em> and <em>text</em> features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
<td>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</td>
</tr>
<tr>
<td>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
</tr>
</tbody>
</table>
Civic Education Connections:

6. Describe the relationship between the illustrations and the text to introduce the concept of time and space:
   - Look carefully at the illustrations of George Washington and Thomas Jefferson – how do they look different from how people look today? (e.g., powdered wigs, clothing)
   - Are there things in the pictures that look different from what we see today? (e.g., quill pens, horse and buggy)
   - Are there things in our world that we do not see in the pictures? (e.g., cars, telephones, computers)
   - How do the pictures remind us that George Washington and Thomas Jefferson lived a long time ago?
   - How was life different than life now?

7. Build on the previous activities (Reading Standards for Literature, Grades K-2) to make connections between the importance of establishing rules and laws and the work of George Washington and Thomas Jefferson. Through dialogue, integrate the knowledge and ideas of these different texts:
   - Why is it important to create rules and laws?
   - If a government does not protect the rights of its citizens, can new rules and laws be written?
   - According to the text about George Washington and Thomas Jefferson, how were the colonists treated by the English government?
   - Why did George Washington and Thomas Jefferson feel the need to create new rules and laws?
   - What did they do to help create a new government in the colonies?
   - Why do you think they are called “Founding Fathers”?
   - What can people do to change rules and laws without breaking rules and laws?

<table>
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<th>Kindergartners:</th>
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<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</td>
<td>7. Use the illustrations and details in a text to describe its key ideas.</td>
<td>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
</tr>
<tr>
<td>8. With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td>8. Identify the reasons an author gives to support points in a text.</td>
<td>8. Describe how reasons support specific points presented by two texts on the same topic.</td>
</tr>
<tr>
<td>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>9. Compare and contrast the most important points presented by two texts on the same topic.</td>
</tr>
</tbody>
</table>
Civic Education Connections:

8. Actively engage students in reading activities with purpose and understanding.

<table>
<thead>
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<th>Kindergartners:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Range of Reading and Level of Text Complexity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Actively engage in group reading activities with purpose and understanding.</td>
<td>10. With prompting and support, read informational texts appropriately complex for grade 1.</td>
<td>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
<tr>
<td>a. <strong>Activate prior knowledge related to the information and events in a text.</strong></td>
<td></td>
<td>a. <strong>Activate prior knowledge related to the information and events in texts.</strong></td>
</tr>
<tr>
<td>b. <strong>Confirm predictions about what will happen next in a text.</strong></td>
<td></td>
<td>b. <strong>Use illustrations and context to make predictions about text.</strong></td>
</tr>
</tbody>
</table>
Rules and Laws in Our World

Rules and laws are necessary for achieving the goals of a civil society. They establish behavioral norms, protect rights of individuals, and clarify the responsibilities of citizenship. Children at very young ages need to understand that the governance of a family, school and country protects and defends the rights of its members and yet, there are consequences to bending or breaking rules and laws of a society. Working together for the common good is a primary goal of a democratic society.

Civic Education Connections:

1. Ask kindergartners to draw, dictate and write; ask first- and second-grade students to write in response to the stories read about rules and laws:
   - What was the topic of the stories?
   - What were the stories about? Provide details to explain the beginning, middle and end of each story.

2. Compose informative/explanatory text to describe your opinion/reaction to the stories:
   - Is it good to have rules and laws? Why?
   - How would you feel if there were no rules at home? At school? In the community? In the world?
   - Who is responsible for making good rules and following them?
   - What should people do to make sure good rules are made and followed?
   - What can YOU do to make sure good rules are made and followed?

3. Write a narrative that recounts an event or series of events in your life that was about following rules and the importance of rules.

Writing Standards K–2

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C in the California Common Core State Standards for English Language Arts.

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
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<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book…).</td>
<td>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
<td>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</td>
</tr>
<tr>
<td>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
<td>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
</tr>
<tr>
<td>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
<td>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
<td>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
</tr>
</tbody>
</table>
### Civic Education Connections:

#### Production and Distribution of Writing

4. Ask students to interview their friends, parents and other adults about the importance of rules and laws in a civil society:
   - Is it good to have rules and laws? Why?
   - How would you feel if there were no rules at home? At school? In the community? In the world?
   - Who is responsible for making good rules and following them?
   - What should people do to make sure good rules are made and followed?
   - What can YOU do to make sure good rules are made and followed?

5. Invite students, with the guidance and support from adults, to review and strengthen their writing by revising and editing using a variety of digital tools.

#### Research and Build and Present Knowledge

6. Compile the writings of all students to publish a classroom book: “Why Rules and Laws Are Important in a Democracy.”

7. Ask students to read all the writings and compare and contrast the ideas and experiences.

8. Share the book with other classrooms, parents and the community.

9. Invite students to facilitate rule-making processes with other classrooms.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Research and Build and Present Knowledge</strong></td>
<td><strong>Range of Writing</strong></td>
</tr>
<tr>
<td>4. (Begins in grade 2)</td>
<td>7. (Begins in grade 2)</td>
<td>10. (Begins in grade 2)</td>
</tr>
<tr>
<td>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</td>
<td>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td></td>
</tr>
</tbody>
</table>
Rules and Laws in Our World
Rules and laws are necessary for achieving the goals of a civil society. They establish behavioral norms, protect rights of individuals, and clarify the responsibilities of citizenship. Children at very young ages need to understand that the governance of a family, school and country protects and defends the rights of its members, and, yet, there are consequences to bending or breaking rules and laws of a society. Working together for the common good is a primary goal of a democratic society.

Civic Education Connections:

1. Utilize the Speaking and Listening Standards in the adjacent columns to guide collaborative conversations about rules and laws in a civil society. Teaching and practicing civil discourse in this way model the importance of deliberate conversations in a democratic society and allow students opportunities to acquire this vital civic skill.

<table>
<thead>
<tr>
<th>Speaking and Listening Standards K–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</td>
</tr>
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<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
<td>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</td>
<td>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
<td>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
<td>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
</tr>
<tr>
<td>b. Continue a conversation through multiple exchanges.</td>
<td>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</td>
<td>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</td>
</tr>
<tr>
<td>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
<td>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
<td>2. Ask for clarification and further explanation as needed about the topics and texts under discussion.</td>
</tr>
<tr>
<td>a. <strong>Understand and follow one- and two-step oral directions.</strong></td>
<td>a. <strong>Give, restate, and follow simple two-step directions.</strong></td>
<td>a. <strong>Give and follow three- and four-step oral directions.</strong></td>
</tr>
<tr>
<td>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
<td>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
</tr>
</tbody>
</table>
Civic Education Connections:

1. Allow opportunities for students to present their knowledge and ideas about rules and laws through a variety of vehicles (e.g., drawings, visuals, audio recordings).

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td><strong>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</strong></td>
<td><strong>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>a. Memorize and recite poems, rhymes, and songs with expression.</strong></td>
<td><strong>a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</strong></td>
<td><strong>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 for specific expectations.)</strong></td>
<td><strong>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 for specific expectations.)</strong></td>
</tr>
</tbody>
</table>
Rules and Laws in Our World
Rules and laws are necessary for achieving the goals of a civil society. They establish behavioral norms, protect rights of individuals, and clarify the responsibilities of citizenship. Children at very young ages need to understand that the governance of a family, school and country protects and defends the rights of its members, and, yet, there are consequences to bending or breaking rules and laws of a society. Working together for the common good is a primary goal of a democratic society.

Language Standards K-2
The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). For a complete list, see the table on page 29 in the California Common Core State Standards for English Language Arts. For an example of how these skills develop in sophistication, see Appendix A also in the California Common Core State Standards for English Language Arts.

Civic Education Connections:
1. Determine and clarify the meaning of unknown and multiple-meaning words and phrases (e.g., knowing rule as a noun—the rule tells us to raise our hand when we have a question; and as a verb—rule the classroom; knowing right as correct and as a noun—I have a right to express myself).
2. Use frequently occurring affixes (e.g., uncivil, unruly, lawful, lawfully, unfair, fairly, unfairly, responsible, irresponsible).
3. Explore word relationships and nuances in word meanings. Describe situations as fair or unfair, civil or uncivil, orderly or disorderly.
4. Use words and phrases to demonstrate word relationships and nuances in word meanings (e.g., She is a responsible citizen because she follows the rules and is fair to other people. When teachers and the principal treat us fairly, they are acting as responsible leaders of our school.)

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<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students:</th>
<th>Grade 2 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Acquisition and Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</td>
<td>1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</td>
<td>1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</td>
</tr>
<tr>
<td>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</td>
<td>a. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>a. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</td>
<td>b. Use frequently occurring affixes as a clue to the meaning of a word.</td>
<td>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</td>
</tr>
<tr>
<td>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</td>
<td>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</td>
<td>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</td>
</tr>
<tr>
<td>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birch house, light house, housefly, book shelf, notebook, book mark).</td>
<td>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birch house, light house, housefly, book shelf, notebook, book mark).</td>
<td>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birch house, light house, housefly, book shelf, notebook, book mark).</td>
</tr>
<tr>
<td>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</td>
<td>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</td>
<td>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</td>
</tr>
<tr>
<td>Kindergartners:</td>
<td>Grade 1 Students:</td>
<td>Grade 2 Students:</td>
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<tr>
<td>----------------</td>
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<td>------------------</td>
</tr>
<tr>
<td><strong>Vocabulary Acquisition and Use (Cont.)</strong></td>
<td><strong>With guidance and support from adults, explore word relationships and nuances in word meanings.</strong></td>
<td><strong>Demonstrate understanding of word relationships and nuances in word meanings.</strong></td>
</tr>
<tr>
<td>2. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</td>
<td>2. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</td>
<td>2. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</td>
</tr>
<tr>
<td>3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td>
<td>3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Niblet because she nibbles too much because she likes that).</td>
<td>3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</td>
</tr>
</tbody>
</table>
Civic Education Connections to Common Core Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects, Grades 3-5

Our American Democracy
Children can begin to understand the role of government and the responsibilities of citizens through literature and an early introduction to the Preamble of the Constitution and Bill of Rights. Writing, speaking and listening activities allow students to deepen their understanding, apply their knowledge in meaningful ways and practice a variety of civic participation skills including civil discourse, debate and informed decision making.

The Role of Government
Individual dignity, fairness, freedom, the common good, rule of law, civic life, rights and responsibilities of government and citizens are inherent concepts and ideals of a democratic republic. Young students can acquire these understandings through children’s literature carefully selected to prompt discussion about these essential ideals for effective civic life.

Civic Education Connections:

1. Read the fictional tale, *Yertle the Turtle* by Theodor Seuss Geisel with students about King Yertle who insisted on building a throne that reached to the sky on the backs of his “citizenry.” By ignoring the pleas of the populace, he selfishly forced more and more turtles to climb the backs of others, causing great pain and discomfort. Finally, one of the turtles at the bottom of the pile rebelled in the form of a “burp,” sending the entire tower of turtles to fall and the king’s authority to plummet.

2. Refer to the key ideas and details in the story to educate students about the rights and responsibilities of citizens and the responsibility of government to act on behalf of the will of the people.

Reading Standards for Literature 3–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
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<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
</tr>
</tbody>
</table>
### Civic Education Connections:

3. Describe the characters in the story, the key ideas and details:
   - Who was Yertle the Turtle and what role did he play in the community?
   - What role did the other turtles play?
   - At the beginning of the story, why was Yertle unhappy?
   - What did he do to become happy?
   - How was he able to force the other turtles to comply with his demands?
   - What did Yertle do to become happy?
   - Who was Mack and what did he do?
   - How did Yertle respond to Mack’s complaint?
   - What happened to cause Yertle the King to fall?
   - What does the story teach us about the role and responsibility of government? The role and responsibilities of citizens?

4. Identify new vocabulary words and phrases. Utilize strategies to determine meanings, distinguish literal from non-literal language, understand how they allude to Yertle and other significant characters, and how the use of figurative language conveys meaning and emotion (e.g., fair, unfair, justice, unjust, benefit, consequence).

5. Recognize different types of texts for different purposes. Identify the type of text the book represents (e.g., storybook, fantasy, realistic text) and its purpose (e.g., tell a story, give information).

6. Compare and contrast the points of view of the various characters, the author, and students:
   - In the story, who follows the rules? Why?
   - Who does not follow the rules? Why?
   - How do the characters act in the beginning of the story, the middle and the end?
   - What is the author trying to say?
   - What is the illustrator trying to say?
   - Which character do you agree with the most? Why?
   - Which character do you disagree with the most? Why?
   - What is YOUR point of view about the importance of following rules?

### Key Ideas and Details (Cont.)

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
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<tbody>
<tr>
<td><strong>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</strong></td>
<td><strong>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</strong></td>
<td><strong>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</strong></td>
</tr>
</tbody>
</table>

### Craft and Structure

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
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<tbody>
<tr>
<td><strong>4. Identify new vocabulary words and phrases. Utilize strategies to determine meanings, distinguish literal from non-literal language. (See grade 3 Language Standards 4-6 additional expectations.)</strong></td>
<td><strong>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language Standards 4-6 for additional expectations.)</strong></td>
<td><strong>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language Standards 4-6 for additional expectations.)</strong></td>
</tr>
<tr>
<td><strong>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</strong></td>
<td><strong>5. Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</strong></td>
<td><strong>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</strong></td>
</tr>
<tr>
<td><strong>6. Distinguish their own point of view from that of the narrator or those of the characters.</strong></td>
<td><strong>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</strong></td>
<td><strong>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</strong></td>
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</table>
**Civic Education Connections:**

7. Extend the discussion of the story by analyzing the illustrations to consider the mood, theme and “big idea” of the role and responsibility of government and citizens in a democracy:
- As the tower of turtles was growing, what was the mood of Yertle? Of the other turtles?
- When the turtles expressed their pain, what was the mood of Yertle? Of the other turtles?
- When the king finally fell, what was the mood of the turtles? Of Yertle?
- What was the lesson learned for Yertle? For the other turtles?
- Was Yertle a good king? Why or why not?
- What makes a good ruler?
- What is the role and responsibility of rulers and of government?
- Were the turtles good citizens? Why or why not?
- What is the role and responsibility of citizens?
- Introduce the concept of democracy as a form of government that protects individual dignity, fairness, freedom, the common good, rule of law, civic life, rights and responsibilities of government and citizens.

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<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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</tr>
<tr>
<td>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
<td>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</td>
<td>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folklore, myth, poem).</td>
</tr>
<tr>
<td>8. (Not applicable to literature)</td>
<td>8. (Not applicable to literature)</td>
<td>8. (Not applicable to literature)</td>
</tr>
<tr>
<td>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</td>
<td>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
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<tr>
<th><strong>Range of Reading and Level of Text Complexity</strong></th>
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<tbody>
<tr>
<td>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
<td>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>
Structure, Function, and Responsibility of a Representative Government
Utilize the Preamble of the U.S. Constitution and the Bill of Rights as informational text to strengthen students' knowledge of the structure, function and powers of the federal government in our American democracy as well as the rights and responsibilities of citizens.

### Civic Education Connections:

1. Read the Preamble and Bill of Rights with students. Ask and answer questions to demonstrate understanding of explicit and implicit ideas regarding the purpose of government.
2. Determine the main idea of the Preamble and the Bill of Rights with support from key details. Summarize the text by drawing on key ideas to explain:
   - How do the Preamble and the Bill of Rights define the structure, function and responsibility of the federal government?
   - How do these documents define the role and responsibilities of citizens?
3. Describe the relationship between the series of events that led up to the writing and ratification of the Constitution using language that pertains to time, sequence, and cause/effect.

### Reading Standards for Informational Text 3-5

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
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<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
</tr>
<tr>
<td>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
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### Craft and Structure

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<tr>
<th>Grade 3 Students:</th>
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<th>Grade 5 Students:</th>
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<tbody>
<tr>
<td><strong>Craft and Structure</strong></td>
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</tr>
<tr>
<td>4. Determine the meaning of general academic and domain-specific words and phrases in the Preamble and Bill of Rights (e.g., domestic tranquility, common defense, general welfare, blessings of liberty, establishment of religion, keep and bear arms, cruel and unusual punishment).</td>
<td>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4-6 for additional expectations.)</td>
<td>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4-6 for additional expectations.)</td>
</tr>
<tr>
<td>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
<td>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
</tr>
<tr>
<td>6. Distinguish their own point of view from that of the author of a text.</td>
<td>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
<td>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
</tr>
</tbody>
</table>
Civic Education Connections:

7. Provide students with illustrated books, audiotape, or video that describe the Preamble and the Bill of Rights. Ask them to explain how information presented in these formats contributed to their understanding of the documents.

8. Break down each document into sections that convey different ideas. Ask students to demonstrate their understanding of each section (e.g., where, when, why, and how key ideas occur) visually, orally, and/or kinesthetically through a performance.

9. Provide students with a graphic organizer to compare and contrast the Preamble and the Bill of Rights.
   - How are the two documents the same? How are they different?
   - How do they define the role and responsibilities of citizens then and now?

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<tr>
<th>Integration of Knowledge and Ideas</th>
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<tr>
<td><strong>Grade 3 Students:</strong></td>
</tr>
<tr>
<td>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
</tr>
<tr>
<td>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
</tr>
<tr>
<td>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
</tr>
</tbody>
</table>

| **Grade 4 Students:**             |
| 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. |
| 8. Explain how an author uses reasons and evidence to support particular points in a text. |
| 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

| **Grade 5 Students:**             |
| 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

<table>
<thead>
<tr>
<th>Range of Reading and Level of Text Complexity</th>
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<tbody>
<tr>
<td><strong>Grade 3 Students:</strong></td>
</tr>
<tr>
<td>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>

| **Grade 4 Students:**                        |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

| **Grade 5 Students:**                        |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |
Structure, Function, and Responsibility of a Representative Government
Utilize the Preamble of the U.S. Constitution and the Bill of Rights as informational text to strengthen students’ knowledge of the structure, function and powers of the federal government in our American democracy as well as the rights and responsibilities of citizens.

Writing Standards 3–5
The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C in the California Common Core State Standards for English Language Arts.

Civic Education Connections:

1. Engage students in a process to develop a Preamble and Bill of Rights for their classroom. Begin by asking students to:
   - Identify the rights and responsibilities of the school, the teacher and the students.
   - Identify specific problems or potential problems that may violate the rights of the school, teacher and students.

2. Post the Preamble and Bill of Rights in the classroom and ask students to write informative/explanatory text that conveys the process, purpose, rationale and ideas behind their development utilizing the specific components described in subsection 2 in the adjacent columns.

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td></td>
</tr>
<tr>
<td>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</td>
<td>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</td>
<td>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</td>
<td></td>
</tr>
<tr>
<td>b. Provide reasons that support the opinion.</td>
<td>b. Provide reasons that are supported by facts and details.</td>
<td>b. Provide reasons that are supported by facts and details.</td>
<td></td>
</tr>
<tr>
<td>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</td>
<td>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
<td>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
<td></td>
</tr>
<tr>
<td>d. Provide a concluding statement or section.</td>
<td>d. Provide a concluding statement or section related to the opinion presented.</td>
<td>d. Provide a concluding statement or section related to the opinion presented.</td>
<td></td>
</tr>
</tbody>
</table>
### Civic Education Connections:

3. Ask students to publish the Preamble and Bill of Rights in the school/classroom newsletter and write opinion pieces that support the process, purpose, rationale and ideas behind their development utilizing the specific components described in subsection 1 in the adjacent columns.

4. Ask students to conduct a poll among administrators, teachers and students at their school to get their reaction to the Preamble and Bill of Rights created for their classroom. Ask students to use the information to write a narrative of their experience utilizing the specific components described in the adjacent columns.

<table>
<thead>
<tr>
<th>Text Types and Purposes (Cont.)</th>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td></td>
</tr>
<tr>
<td>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
<td>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
<td></td>
</tr>
<tr>
<td>b. Develop the topic with facts, definitions, and details.</td>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td></td>
</tr>
<tr>
<td>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
<td>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
<td>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</td>
<td></td>
</tr>
<tr>
<td>d. Provide a concluding statement or section.</td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td></td>
</tr>
<tr>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td></td>
</tr>
<tr>
<td>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td></td>
</tr>
<tr>
<td>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</td>
<td>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</td>
<td>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
<td></td>
</tr>
<tr>
<td>c. Use temporal words and phrases to signal event order.</td>
<td>c. Use a variety of transitional words and phrases to manage the sequence of events.</td>
<td>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
<td></td>
</tr>
<tr>
<td>d. Provide a sense of closure.</td>
<td>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
<td>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
<td></td>
</tr>
<tr>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td></td>
</tr>
</tbody>
</table>
Civic Education Connections:

5. Continue to guide the production and distribution of the writing project described above to meet the standards described in the adjacent columns.

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
</tr>
<tr>
<td>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td><strong>4. Produce clear and coherent writing</strong> <em>(including multiple-paragraph texts)</em> in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td><strong>4. Produce clear and coherent writing</strong> <em>(including multiple-paragraph texts)</em> in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3.)</td>
<td><strong>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.)</strong></td>
<td><strong>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)</strong></td>
</tr>
<tr>
<td>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</td>
<td><strong>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</strong></td>
<td><strong>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</strong></td>
</tr>
</tbody>
</table>
## Civic Education Connections:

7. Ask students to conduct short research projects to further their knowledge of the topic.
   - What process do other classrooms and schools utilize to identify the roles and responsibilities of students, teachers and school administrators?
   - What is done at the local community, county, state and nation to identify the roles and responsibilities of government and citizens? Where are these documents kept? How are they implemented and enforced?

8. Provide opportunities for students to continue to write on this subject in a “Constitutional Journal.” Vary the time frames, range of tasks, purposes and audiences.

### Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
</tr>
<tr>
<td>7. Conduct short research projects that build knowledge about a topic.</td>
<td>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
<td>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
</tr>
<tr>
<td>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
<td>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <strong>paraphrase</strong>, and categorize information, and provide a list of sources.</td>
<td>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
</tr>
<tr>
<td>9. (Begins in grade 4)</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>a. Apply grade 4 Reading Standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</td>
<td>b. Apply grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</td>
<td>a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</td>
</tr>
<tr>
<td>b. Apply grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</td>
<td>b. Apply grade 5 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</td>
<td></td>
</tr>
</tbody>
</table>

### Range of Writing

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range of Writing</strong></td>
<td><strong>Range of Writing</strong></td>
<td><strong>Range of Writing</strong></td>
</tr>
<tr>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>
### Civic Education Connections:

Utilize the Speaking and Listening Standards in the adjacent columns to guide collaborative conversations about the structure, function, and powers of the federal government as well as the role and responsibilities of citizens. Teaching and practicing civil discourse in this way model the importance of deliberate conversations in a democratic society and allow students opportunities to acquire this vital civic skill.

### Speaking and Listening Standards 3–5

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
</tr>
<tr>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
</tr>
<tr>
<td>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
</tr>
<tr>
<td>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
<td>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</td>
<td>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
</tr>
<tr>
<td>d. Explain their own ideas and understanding in light of the discussion.</td>
<td>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
<td>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
</tr>
<tr>
<td>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>3. Identify the reasons and evidence a speaker or media source provides to support particular points.</td>
<td>3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.</td>
</tr>
</tbody>
</table>
Civic Education Connections:

Allow students opportunities to present their knowledge and ideas about the structure, function, and powers of the federal government as well as the role and responsibilities of citizens through a variety of vehicles (e.g., drawings, visuals, graphics, audio recordings).

Experiment with different formats including informative/explanatory, narrative presentations and/or opinionated speeches that provide logical evidence and rationale for the benefits and challenges to fulfilling the rights and responsibilities of government and its citizens. Utilize the standards in the adjacent columns to guide their work.

<table>
<thead>
<tr>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
<td>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
<td>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
</tr>
<tr>
<td>a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</td>
<td>a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context and includes clear insight into why the event or experience is memorable.</td>
<td>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.</td>
</tr>
<tr>
<td>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</td>
<td>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</td>
</tr>
<tr>
<td>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</td>
<td>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</td>
</tr>
<tr>
<td>(See grade 3 Language Standards 1 and 3 for specific expectations.)</td>
<td>(See grade 4 Language Standards 1 and 3 for specific expectations.)</td>
<td>(See grade 5 Language Standards 1 and 3 for specific expectations.)</td>
</tr>
</tbody>
</table>
Civic Education Connections:

1. Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on reading content, choosing from a range of strategies (e.g., bill of a duck, pay the bill, Bill of Rights).
   - Determine the meaning of a word using Greek and Latin affixes (e.g., reason/reasonable, power/powerful, unjust/unfair/uncivil).
   - Consult reference materials to find pronunciation and clarify meaning (e.g., inalienable rights, we the people, of the people, a more perfect union).

2. Demonstrate understanding of word relationships and nuances in word meanings.
   - Describe situations as fair or unfair, civil or uncivil, orderly or disorderly.
   - Use words and phrases to demonstrate word relationships, figurative language and nuances in word meanings. (e.g., ensure domestic tranquility, promote the general welfare, ordain and establish, secure the blessings of liberty).

### Language Standards 3-5

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). For a complete list, see the table on page 29 in the California Common Core State Standards for English Language Arts. For an example of how these skills develop in sophistication, see Appendix A also in the California Common Core State Standards for English Language Arts.

#### Grade 3 Students:

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
</tr>
</thead>
</table>
| 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  
   a. Use sentence-level context as a clue to the meaning of a word or phrase.  
   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. |

#### Grade 4 Students:

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
</tr>
</thead>
</table>
| 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  
   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.  
   d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
   c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |

#### Grade 5 Students:

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
</tr>
</thead>
</table>
| 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.  
   d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Interpret figurative language, including similes and metaphors, in context.  
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
Civic Education Connections:

3. Acquire and utilize accurately grade-appropriate general academic and domain-specific words and phrases (e.g., When developing new rules for the classroom everyone felt good about being heard, though not everyone agreed that every rule was fair. After the rules were written, everyone agreed to follow them).

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use (Cont.)</th>
<th>Grade 3 Students:</th>
<th>Grade 4 Students:</th>
<th>Grade 5 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</td>
<td>3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
<td>3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</td>
<td></td>
</tr>
</tbody>
</table>
Civic Education Connections to Common Core Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects, Grades 6-8

As students mature cognitively and acquire a wide array of academic and life experiences, they can build upon prior knowledge to expand their subject matter knowledge and further develop critical thinking and problem solving, collaboration, creativity and innovation and communication skills in preparation for college, career and citizenship in the 21st century. The following higher order cognitive and participatory skills contextualized to achieve civic literacy can be integrated throughout the English Language Arts curriculum:

- Distinguish fact from opinion in writing and oral delivery in various genres and sources, including historical fiction and nonfiction, Internet sources, media, and print;
- Evaluate and assess the credibility of sources of information including primary and secondary sources, the media, and Internet sources;
- Analyze historical events, documents, social movements, political issues, and current events through the principles of democracy, significance, and reasoned solutions or outcomes;
- Identify philosophical perspectives of political, historical, social, and economic beliefs for historical viewpoints, contemporary opinions, and communication strategies that shape attitudes and dispositions;
- Construct arguments and positions that consider multiple perspectives, broad consideration of effects (short-term and long-term), constitutional applications, and practical considerations for a democratic society;
- Understand and explain the dynamic relationship between philosophical values and principles and change of economic, political, historical and social significance;
- Develop an effective decision-making process that includes fact-finding, consideration of multiple perspectives, alternatives and options, pro and con arguments (cost-benefit analysis), a consensus-building process, and a position defended with valid claims and logical reasoning;
- Engage in dialogue about controversial issues that seeks to understand and respect various points of view and practices civil discourse and debate.
The Historic Road to Civic Literacy: Lessons of the Past to Inform Civic Action Today
The ideals and principles of our American democracy can be traced back to the ancient civilizations of Greece and Rome, various religions and belief systems and early philosophers. Understanding the evolution of our democratic society provides an important foundation for students to contextualize and apply civic learning to current issues in today’s society.

Civic Education Connections:

The Rise of Democratic Ideals
Utilize informational texts regarding ancient civilizations, world history and/or United States history to understand the historical development of the rule of law and the role and responsibility of government in a civil society and how these principles evolved over time.

Ancient Civilizations: Up to 500 A.D.
Read primary and secondary sources that describe Hammurabi’s Code, basic concepts of Hebrew law as set forth in the Torah, central beliefs of Judaism, Hinduism, Buddhism, Confucianism, and Christianity, and the fundamental ideas of democracy in classical Greece and the institutions of representative government established during the Roman Republic.

For example, ask students to select one of the tables of the 12 Tables of Roman Law and read the included laws. Determine the key ideas and central purpose of each law. Draw inferences about Roman society and political values of Roman society.

Ask students to read selected quotations from Confucius to identify key ideas, details and make inferences about the values of Chinese society.

### Reading Standards for Informational Text 6-8

<table>
<thead>
<tr>
<th>Grade 6 Students:</th>
<th>Grade 7 Students:</th>
<th>Grade 8 Students:</th>
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<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
<td>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
</tr>
<tr>
<td>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
<td>3. Analyze the interactions among individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
<td>3. Analyze how a text makes connections and distinctions among individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
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Civic Education Connections:

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<th>Grade 6 Students:</th>
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<tr>
<td><strong>Key Ideas and Details (Cont.)</strong></td>
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World History 500 – 1789 A.D.
Read primary and secondary sources that describe the significance of the Qur’an and Sunnah on Islamic beliefs, practice, law and daily life, and the geographic, political, economic, religious, and social structures of the civilizations and governments of Medieval China, Japan, sub-Saharan civilizations of Ghana and Mali in Medieval Africa, and Medieval Europe.

For example, read the *Petition of the Third Estate of Women to the King (1789)*. Determine the central idea of the text and analyze the supporting ideas.

United States History
Read primary and secondary sources including the Magna Carta, the Petition of Rights, the English Bill of Rights, the Mayflower Compact, the American Declaration of Independence, the Federalist Papers (e.g., Nos. 10, 14, 78, 84), Articles of Confederation and U.S. Constitution.

Analyze, compare and contrast texts from various time periods and regions to determine the following central themes and enduring understandings:

- How did belief systems, geographic, political, economic, religious, and social structures impact the rule of law and government institutions?
- How did the fundamental ideas of democracy evolve over time?
- How did the development of democratic ideas in classical Greece, political institutions during the Roman Republic and Roman concepts of citizenship and representative government influence the American political system?
- How did the emergence of classical republicanism and concern for the common good influence American democratic institutions?
- How did the idea of constitutional government influence the Founders of the United States?
Civic Education Connections: Connections From the Past – Civic Action for Today
Access a variety of print and online media sources to study current events regarding government institutions, democratic ideals, and the role and responsibility of government and its citizens. Focus on one current public policy issue and respond to the following questions:
- Are there conflicting points of view? If so, describe them.
- How do the various issues or points of view support or deny the rights of citizens in an oligarchy? A monarchy? A republic? A constitutional government?
- What is the role of a constitutional government in resolving this issue?
- What is the role of citizens living in a democracy in resolving this issue?
- How can the issue be resolved in a constitutional manner that protects the rights of individuals while also promoting the common good?

Identify a public policy issue in your school or community. Gather informational text from a variety of sources to analyze and understand:
- the cause(s) of the issue;
- conflicting points of view about the issue – why is this a problem and to whom?
- which individuals or groups are affected; which are not affected;
- various solutions that are constitutional and unconstitutional;
- pro/con arguments and cost/benefit analysis of various solutions.

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</table>
Civic Education Connections:

The Rise of Democratic Ideals
Determine the meaning and historical context of words and phrases, the concepts they convey and their impact on government institutions and civic life, including rule of law, codes of conduct, social order, free society, moral and ethical standards, codification of laws, oligarchy, monarchy, republic, direct democracy, representative government, constitutional government, federalism, popular sovereignty, separation of powers, checks and balances, natural rights, limited government, consent of the governed, common good.

Determine how various authors’ points of view are conveyed in text and how they may compare or contrast with other points of view. For example, when reading historical text, ask students, how does the point of view in a text written by a federalist compare with a text written by an anti-federalist?

Connections From the Past – Civic Action for Today
Identify an editorial, an op-ed article or a point/counterpoint article from a newspaper or electronic media source about a current event, problem or issue. Determine the points of view of various authors with attention given to how their opinions are conveyed in the text. For example,
- Are newspaper articles balanced in their presentation of information?
- Are quotes from public officials or private citizens utilized to promote a particular point of view or multiple points of view?
- Are there particular words or phrases that convey a biased one-sided perspective or multiple perspectives?
- How do authors address conflicting or alternate points of view?
- How are photographs or images utilized to convey a point of view?

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<thead>
<tr>
<th>Craft and Structure</th>
<th>Grade 6 Students:</th>
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<th>Grade 8 Students:</th>
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<tbody>
<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language Standards 4-6 for additional expectations.)</td>
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<td>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
<td>a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</td>
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<tr>
<td>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
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<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4-6 for additional expectations.)</td>
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<tr>
<td>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
<td>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</td>
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<tr>
<td>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</td>
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<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language Standards 4-6 for additional expectations.)</td>
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<tr>
<td>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
<td>a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</td>
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<tr>
<td>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
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</table>
### Civic Education Connections:

The Rise of Democratic Ideals
Describe how various documents provide arguments to support specific claims. Is the reasoning sound? Is the evidence relevant and sufficient to support the arguments?

For example,
- How does the Declaration of Independence support an argument for independence using specific claims in the Declaration as rationale for independence?
- How does Abraham Lincoln support or not support claims made in the Gettysburg Address?

Compare and contrast information presented as a primary and secondary source about a particular topic or issue. For example, ask students to analyze information, arguments and claims set forth in the Declaration of Independence with information, arguments and claims in secondary sources that describe the document.
- What are the advantages of utilizing primary sources to develop a coherent understanding of a topic or issue? What are the disadvantages?
- What are the advantages of utilizing secondary sources as seen in print, digital text, video, multimedia or other mediums to develop a coherent understanding of a topic or issue? What are the disadvantages?

### Integration of Knowledge and Ideas

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<tr>
<th>Grade 6 Students:</th>
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<tr>
<td><strong>7.</strong> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</td>
<td><strong>7.</strong> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</td>
<td><strong>7.</strong> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</td>
</tr>
<tr>
<td><strong>8.</strong> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
<td><strong>8.</strong> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</td>
<td><strong>8.</strong> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</td>
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<tr>
<td><strong>9.</strong> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</td>
<td><strong>9.</strong> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</td>
<td><strong>9.</strong> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</td>
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</table>
Civic Education Connections:

Connections From the Past – Civic Action for Today
When addressing a current public policy issue, integrate information from a variety of media sources including newspapers, magazines, internet sources, and online discussion boards to develop a coherent understanding of the problem or issue. Trace and evaluate the various arguments and claims of different authors based on sound, relevant reasoning and evidence. Analyze findings to inform a position on the topic. Share your position with others to reach consensus about a public policy solution to the problem. Contextualize your response according to the ideals and principles of a democratic society:

- Does the problem/issue violate the human, social, and/or political rights of individuals defined in the Declaration of Independence and the U.S. Constitution?
- Will the solution(s) violate the human, social, and/or political rights of individuals defined in the Declaration of Independence and the U.S. Constitution?

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<td><strong>Integration of Knowledge and Ideas (Cont.)</strong></td>
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Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
The Historic Road to Civic Literacy:
Lessons of the Past to Inform Civic Action Today

The ideals and principles of our American democracy can be traced back to the ancient civilizations of Greece and Rome, various religions and belief systems and early philosophers. Understanding the evolution of our democratic society provides an important foundation for students to contextualize and apply civic learning to current issues in today’s society.

Writing Standards 6-8

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C in the California Common Core State Standards for English Language Arts.

Civic Education Connections:

The Rise of Democratic Ideals
Write informative/explanatory texts to trace the historical development of the rule of law and the role and responsibility of government in a civil society, past and present. Convey ideas, concepts, and information through the selection, organization, and analysis of ancient, medieval and modern primary/secondary sources from around the world. For example:

- How did belief systems, geographic, political, economic, religious, and social structures impact the rule of law and government institutions?
- How did the fundamental ideas of democracy evolve over time?
- How did the development of democratic ideas in classical Greece, political institutions during the Roman Republic and Roman concepts of citizenship and representative government influence the American political system?
- How did the emergence of classical republicanism and concern for the common good influence American democratic institutions?
Civic Education Connections:

Connections From the Past – Civic Action for Today
Ask students to apply their historical learning about the role and responsibility of government and citizens to address a current public policy issue. After analyzing a variety of informational text sources about the causes and potential solutions, facilitate a classroom discussion to develop an agreed-upon public policy response. Ask students to construct a persuasive essay to convince community members (i.e. school staff, parents, neighbors, government and business officials) to support the adoption of the proposed public policy. Essays must include:

- informative/explanatory text on the issue including a thesis statement, development of the topic using facts and concrete details;
- multiple points of view or positions on the issue with claims to support each view;
- a clearly articulated public policy solution that is supported by clear reasons substantiated with relevant facts, definitions, concrete details, quotations, or other information and details;
- appropriate and varied transitions that clarify the relationship of the costs and benefits of the proposed public policy;
- a formal style maintained throughout that uses precise and domain-specific vocabulary to explain the proposal;
- a concluding statement that describes how the public policy solution supports and protects the rights of citizens as defined by the Declaration of Independence and the U.S. Constitution.

<table>
<thead>
<tr>
<th>Text Types and Purposes (Cont.)</th>
<th>Grade 6 Students:</th>
<th>Grade 7 Students:</th>
<th>Grade 8 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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<tr>
<td>a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
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<tr>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
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<tr>
<td>c. Use appropriate transitions to clarify the relationships between ideas and concepts.</td>
<td>c. Use appropriate transitions to create cohesion and clarify the relationships between ideas and concepts.</td>
<td>c. Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.</td>
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<tr>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td>e. Establish and maintain a formal style.</td>
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<tr>
<td>f. Provide a concluding statement or section that follows from the information or explanation presented.</td>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
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</table>
### Civic Education Connections:

Ask students to write a narrative that describes the process they participated in to a) identify the public policy issue, b) conduct research to reveal various perspectives about the causes and effects of the issue, c) reach consensus in developing a public policy response, and d) develop action steps to propose the policy to a local governing board. Narratives must include:

- a context and point of view that introduce the author;
- narrative techniques, such as dialogue, pacing, and description, to describe the sequence of events and role of students in the project;
- precise words and phrases, relevant descriptive details, and sensory language to capture the actions and experiences of students throughout the project;
- a conclusion that follows from and reflects on the experience.

### Text Types and Purposes (Cont.)

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<th>Grade 6 Students:</th>
<th>Grade 7 Students:</th>
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<tr>
<td><strong>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</strong>&lt;br&gt;a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.&lt;br&gt;b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.&lt;br&gt;c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.&lt;br&gt;d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.&lt;br&gt;e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td><strong>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</strong>&lt;br&gt;a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.&lt;br&gt;b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.&lt;br&gt;c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.&lt;br&gt;d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.&lt;br&gt;e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
<td><strong>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</strong>&lt;br&gt;a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.&lt;br&gt;b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.&lt;br&gt;c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.&lt;br&gt;d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.&lt;br&gt;e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
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</table>
Civic Education Connections:

Connections From the Past – Civic Action for Today
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. For example, the persuasive writing should be written purposefully with community members in mind to garner support for the proposed public policy. Another audience for the persuasive writing is the local governing board that has the authority to formally adopt the proposal. The audience for the narrative writing could be a school or community newspaper interested in sharing the “story” of the civic action taken by students.

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<tr>
<th>Grade 6 Students:</th>
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<th>Grade 8 Students:</th>
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<tr>
<td><strong>Production and Distribution of Writing</strong></td>
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<tr>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 6.)</td>
<td>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 7.)</td>
<td>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</td>
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<tr>
<td>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</td>
<td>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</td>
<td>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</td>
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Civic Education Connections:

The sections above describe the role of research to understand and connect the development of democratic ideals with civic action projects today. When gathering and analyzing information from multiple print and digital sources, emphasize the need to assess the accuracy and credibility of the sources, identify credible evidence and draw conclusions to support a public policy issue. In this way, students will be equipped to address public policy issues in a constitutional manner that protects the rights of citizens while fulfilling the responsibility of government.

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<th>Grade 6 Students:</th>
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<tbody>
<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
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<td><strong>Research to Build and Present Knowledge</strong></td>
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<tr>
<td>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
<td>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
<td>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.</td>
</tr>
<tr>
<td>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading Standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading Standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading Standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading Standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading Standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</td>
</tr>
</tbody>
</table>

**Range of Writing**

| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Write routinely over extended time frames to document ideas, thoughts and understandings from research. Write within shorter time frames to produce persuasive and narrative writings for various purposes and audiences as described above.
The Historic Road to Civic Literacy: Lessons of the Past to Inform Civic Action Today

The ideals and principles of our American democracy can be traced back to the ancient civilizations of Greece and Rome, various religions and belief systems and early philosophers. Understanding the evolution of our democratic society provides an important foundation for students to contextualize and apply civic learning to current issues in today’s society.

Civic Education Connections:

Connections From the Past – Civic Action for Today

Engage in a number of speaking and listening opportunities in a variety of settings. Educate students about the importance of engaging in dialogue about controversial and non-controversial issues in a manner that is collegial, respectful, civil, and productive. Provide opportunities for students to practice active listening, paraphrasing, asking clarifying questions, and supporting claims with relevant, reliable evidence. Examples of various speaking and listening scenarios may include:

- one-on-one and/or group interviews with community members to gain information and understanding about multiple perspectives about an identified public policy issue.
- small group discussions to share information gathered;
- teacher-led collegial discussions and formal debate that follow specific protocols for civil discourse to analyze research collected by students, pose and respond to relevant questions, reach consensus on a public policy proposal, establish roles and responsibilities of individuals and groups, and determine steps for the public policy to be proposed and adopted by the local governing body.

Delineate, interpret and analyze arguments from various speakers to draw conclusions based on sound reasoning and evidence.

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### Speaking and Listening Standards 6-8

The following standards offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<table>
<thead>
<tr>
<th>Grade 6 Students:</th>
<th>Grade 7 Students</th>
<th>Grade 8 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
</tr>
<tr>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
<td>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
<td>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
</tr>
<tr>
<td>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
<td>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</td>
<td>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
</tr>
</tbody>
</table>
## Civic Education Connections:

### Connections From the Past – Civic Action for Today

Plan and deliver a formal oral presentation to propose a public policy solution to the appropriate governing body. Present the proposal in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Use appropriate eye contact, adequate volume, and clear pronunciation. Provide the audience with a comprehensive view of the various points of view regarding the causes, consequences, and solutions to the identified issue followed by the claims, evidence, and rationale for public policy being proposed.

Include multimedia and visual displays into presentation to clarify information, strengthen claims and evidence, and add interest.

### Civic Education Connections to Common Core Standards – Grades 6-8

<table>
<thead>
<tr>
<th>Grade 6 Students:</th>
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<th>Grade 8 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration (Cont.)</strong></td>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
<td>3. Delineate a speaker’s argument and specific claims, and <strong>attitude toward the subject</strong>, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
<td>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</td>
</tr>
</tbody>
</table>

### Presentation of Knowledge and Ideas

- **4. Present claims and findings** *(e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and **non-verbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.*

  **a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain-specific vocabulary; and provides a strong conclusion.*

- **5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

- **6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**
  
  *(See grade 6 Language Standards 1 and 3 for specific expectations.)*
Civic Education Connections to Common Core Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects, Grades 9-12

Civil Liberties and the Common Good in a Constitutional Democracy
American history portrays a contentious road in the quest for securing “the blessings of liberty” for all who live within our borders. By analyzing historical text, studying Supreme Court decisions, and analyzing the tensions that exist when majority rule infringes upon the rights of individuals, students can acquire and apply civic competencies to uphold the principles of freedom, equity and justice for all in today’s democratic society.

<table>
<thead>
<tr>
<th>Reading Standards for Informational Text 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</td>
</tr>
<tr>
<td>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
<td>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
</tr>
</tbody>
</table>

Civic Education Connections:

**Foundation of Civil Liberties**
Read informational text about ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
- Cite strong and thorough evidence to support analysis of what each text says explicitly and implicitly about the rights of man and the role of government to protect these rights.
- Determine the central ideas of natural rights and/or classical republicanism in each text. Describe how they are characterized and why they need to be protected by government institutions.
- Analyze and explain the tensions between natural rights and classical republicanism as described in the texts.

Read informational text about the philosophies of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Thomas Jefferson regarding the source of law and the social contract.
- Compare and contrast the views of these four political philosophers.
- List the basic freedoms and rights specified in the body of the United States Constitution.
- Explain the probable reasons for the inclusion of these rights in the body of the Constitution.
Civic Education Connections:

Civil Liberties in the 20th Century
Redefined
Read informational text about the women’s rights movement from the era of Elizabeth Cady Stanton, Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s.
- Cite strong and thorough evidence to support analysis of what each text says explicitly and implicitly about the constitutional rights of women and the role of government to protect these rights.
- Analyze the course of the women’s rights movement – how and why it emerged and how it was shaped by specific people and events.
- Analyze and explain the tensions that emerged between majority rule and individual rights. How did the women’s rights movement challenge constitutional principles to promote the common good and protect the natural rights of individuals?
- How did the leaders of the women’s rights movement contextualize the Founders’ understanding of civil liberties for women?

Read informational text about de jure and de facto racial segregation after World War II and the subsequent civil rights movement of the 1950’s and 60’s.
- Cite strong and thorough evidence to support analysis of what each text says explicitly and implicitly about the constitutional rights of African Americans and the role of government to protect these rights.
- Analyze the course of the civil rights movement – how and why it emerged and how it was shaped by specific people and events.
- Analyze and explain the tensions that emerged between majority rule and individual rights. How did the civil rights movement challenge constitutional principles to promote the common good and protect the natural rights of individuals?
- How did the leaders of the civil rights movement contextualize the Founders’ understanding of civil liberties for African Americans?
### Civic Education Connections:

#### Craft and Structure

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<th>Grade 9-10 Students:</th>
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<tr>
<td><strong>4.</strong> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <em>(See grade 9/10 Language Standards 4-6 for additional expectations.)</em></td>
<td><strong>4.</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <em>faction</em> in Federalist No. 10). <em>(See grade 11/12 Language Standards 4-6 for additional expectations.)</em></td>
</tr>
<tr>
<td><strong>5.</strong> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</td>
<td><strong>5.</strong> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</td>
</tr>
<tr>
<td><strong>6.</strong> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
<td><strong>6.</strong> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
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#### Integration of Knowledge and Ideas

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<tr>
<th>Grade 9-10 Students:</th>
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<tbody>
<tr>
<td><strong>7.</strong> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</td>
<td><strong>7.</strong> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</td>
</tr>
<tr>
<td><strong>8.</strong> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
<td><strong>8.</strong> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <em>The Federalist</em>, presidential addresses).</td>
</tr>
<tr>
<td><strong>9.</strong> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</td>
<td><strong>9.</strong> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</td>
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Analyse various accounts of individuals and events of the women’s rights movement and the civil rights movement, presented in different media or formats. Determine how the movements
- challenged the established constitutional principles of classical republicanism and natural rights.
- interpreted the responsibility of government to promote the common good and protect the rights of individuals.
- redefined the role and responsibilities of citizens.
Civic Education Connections:

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<tr>
<th>Grade 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
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<tr>
<td>Integration of Knowledge and Ideas (Cont.)</td>
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</table>

Analyze a variety of U.S. documents of historical and literary significance that represent various interpretations of civil liberties in a constitutional democracy (e.g., writings by Elizabeth Cady Stanton and Susan B. Anthony, King’s “Letter from Birmingham Jail,” the “Southern Manifesto” presented by members of Congress in 1956 praising Southern states that resisted racial integration of schools called for by the Supreme Court in the second Brown decision). Evaluate the specific claims in each to assess whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- *How does each author define the rights and responsibilities of citizens and the role of government to promote the common good and protect the civil liberties of individuals?*

Analyze legislation (e.g., the 19th Amendment, 1964 Civil Rights Act, Voting Rights Act of 1965) and various Supreme Court decisions (e.g., Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education) to determine:

- *How does each text define the rights and responsibilities of citizens and the role of government to promote the common good and protect the civil liberties of individuals?*
- *How has the application of constitutional principles and use of legal reasoning evolved over time?*
Civic Education Connections:

Connections From the Past – Civic Action for Today

- Which ideas about natural rights and classical republicanism would you choose to emphasize in today’s society? Why or why not?
- What problems might you encounter in transferring some of the ideas of classical republicanism to American society?
- Are there individuals or groups today that feel their individual rights are not protected? Integrate information from a variety of media sources including newspapers, magazines, Internet sources, and online discussion boards to develop a coherent understanding of the problem or issue. Trace and evaluate the various arguments and claims of different authors based on sound, relevant reasoning and evidence. Analyze findings to establish a position based on constitutional principles and use of legal reasoning and precedent. Share your position with others to reach consensus about a public policy solution to the problem.
- Honor the women’s rights movement and the civil rights movement to increase voter awareness of the election process and voter turnout in local, state, and national elections. Work with the League of Women Voters, voter registration agencies, and other civic/governmental agencies to organize and participate in the following service-learning activities:
  - Voter registration drives
  - “Get Out the Vote” campaign
  - Forums to educate the public about election issues and agendas
  - Creation and dissemination of brochures to inform the public of election issues and agendas
  - Volunteering at polling booths on election day
  - Transporting seniors/disabled individuals to polls on election day

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</thead>
<tbody>
<tr>
<td><strong>Integration of Knowledge and Ideas (Cont.)</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
</tr>
</tbody>
</table>

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Civil Liberties and the Common Good in a Constitutional Democracy
American history portrays a contentious road in the quest for securing “the blessings of liberty” for all who live within our borders. By analyzing historical text, studying Supreme Court decisions, and analyzing the tensions that exist when majority rule infringes upon the rights of individuals, students can acquire and apply civic competencies to uphold the principles of freedom, equity and justice for all in today’s democratic society.

Writing Standards 9-12
The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C in the California Common Core State Standards for English Language Arts.

<table>
<thead>
<tr>
<th>Grade 9-10 Students:</th>
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<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
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</tr>
<tr>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</td>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</td>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
</tr>
<tr>
<td>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.</td>
<td>c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</td>
</tr>
<tr>
<td>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.</td>
<td>d. 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.</td>
</tr>
<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>f. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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</table>
Civic Education Connections:

Write an argument to support the claim that constitutional principles to promote the common good and protect the natural rights of individuals were challenged and redefined by the Supreme Court’s decision on preferential college admissions in cases such as Regents of the University of California v. Bakke (1978) or Grutter v. Bollinger (2003).

- Support your position with valid reasoning and relevant and sufficient evidence from informational text, U.S. documents of historical and literary significance, legislative actions and analysis of the Supreme Court decision.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying relevant evidence from individuals and groups that challenged the validity of the Supreme Court decision.
- 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.
- Provide a concluding statement or section that follows from and supports the argument presented and challenges readers to become advocates for social justice.

<table>
<thead>
<tr>
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<tr>
<td><strong>Text Types and Purposes (Cont.)</strong></td>
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</tr>
<tr>
<td>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
</tr>
<tr>
<td>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
</tr>
<tr>
<td>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
<td>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
</tr>
<tr>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>f. 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).</td>
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</table>
Civic Education Connections:

Connections From the Past – Civic Action for Today
Ask students to apply their historical learning about the women’s rights movement, the civil rights movement and the Supreme Court’s decision on preferential college admissions to address a current issue regarding civil liberties for individuals or groups in today’s society. After analyzing a variety of informational text sources, legislation, and Supreme Court decisions about the issue, facilitate a classroom discussion to develop an agreed-upon public policy response. Ask students to construct a persuasive essay to convince community members (i.e., school staff, parents, neighbors, government and business officials) to support the adoption of the proposed public policy. Essays must examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Ask students to write a narrative that describes the process they participated in to a) identify the public policy issue, b) conduct research to reveal various perspectives about the causes and effects of the issue, c) reach consensus in developing a public policy response, and d) develop action steps to propose the policy to a local governing board.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. For example, the persuasive writing should be written purposefully with community members in mind to garner support for the proposed public policy. Another audience for the persuasive writing is the local governing board that has the authority to formally adopt the proposal. The audience for the narrative writing could be a school or community newspaper interested in sharing the “story” of the civic action taken by students.

### Grade Types and Purposes (Cont.)

<table>
<thead>
<tr>
<th>Grade 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
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</table>

### Production and Distribution of Writing

<table>
<thead>
<tr>
<th>Grade 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
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</thead>
<tbody>
<tr>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 9–10.) 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.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 11–12.) 6. 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.</td>
</tr>
</tbody>
</table>
Civic Education Connections:

The sections above describe the role of research to understand and connect the constitutional principles of promoting the common good and protecting the rights of individuals as defined in the 20th century with issues surrounding civil liberties in today's society. By gathering and analyzing relevant information from multiple print and digital sources, drawing credible conclusions, and drawing evidence to support a public policy issue, students will be equipped to address public policy issues in a constitutional manner that protects the rights of citizens while promoting the common good and fulfilling the responsibility of government.

Write routinely over extended time frames to document ideas, thoughts and understandings from research. Write within shorter time frames to produce persuasive and narrative writings for various purposes and audiences as described above.

<table>
<thead>
<tr>
<th>Grade 9-10 Students:</th>
<th>Grade 11-12 Students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.</td>
<td>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</td>
</tr>
<tr>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>a. Apply grades 9–10 Reading Standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</td>
<td>a. Apply grades 11–12 Reading Standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</td>
</tr>
<tr>
<td>b. Apply grades 9–10 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</td>
<td>b. Apply grades 11–12 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)”).</td>
</tr>
</tbody>
</table>

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
American history portrays a contentious road in the quest for securing “the blessings of liberty” for all who live within our borders. By analyzing historical text, studying Supreme Court decisions, and analyzing the tensions that exist when majority rule infringes upon the rights of individuals, students can acquire and apply civic competencies to uphold the principles of freedom, equity and justice for all in today’s democratic society.

### Civic Education Connections:

Engage in a number of speaking and listening opportunities in a variety of settings. Educate students about the importance of engaging in dialogue about controversial and non-controversial issues in a manner that is collegial, respectful, civil, and productive. Provide opportunities for students to practice active listening, paraphrasing, asking clarifying questions, and supporting claims with relevant, reliable evidence. Examples of various speaking and listening scenarios may include:

- **One-on-one and/or group interviews with community members to gain information and understanding about multiple perspectives about individuals or groups that believe their civil liberties are being violated.**
- **Small group discussions to share information gathered;**
- **Teacher-led collegial discussions and formal debate that follow specific protocols for civil discourse to analyze research collected by students, pose and respond to relevant questions, reach consensus on a public policy proposal, establish roles and responsibilities of individuals and groups, and determine steps for the public policy to be proposed and adopted by the appropriate governing body.**
- **On-site monitoring and participation in a local city council or commission hearing or candidate’s forum.**

Delineate, interpret and analyze arguments from various speakers to draw conclusions based on sound reasoning and evidence.

### Speaking and Listening Standards 9-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grade 9-10 Students:</th>
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<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
</tr>
<tr>
<td>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
<td>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
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</table>
Civic Education Connections:

Plan and deliver a formal oral presentation to propose a public policy solution to the appropriate governing body about protecting civil liberties of an individual or group in today’s society. Present the proposal in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Use appropriate eye contact, adequate volume, and clear pronunciation. Provide the audience with a comprehensive view of the various points of view regarding the causes, consequences, and solutions to the identified issue followed by the claims, evidence and rationale for public policy being proposed.

Include multimedia and visual displays into presentation to clarify information, strengthen claims and evidence, and add interest.

### Presentation of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Grade 9-10 Students:</th>
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<tr>
<td>4. Present information, findings, and supporting evidence clearly, concisely, and logically <em>(using appropriate eye contact, adequate volume, and clear pronunciation)</em> such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose <em>(e.g., argument, narrative, informative response to literature presentations)</em>, audience, and task. <em>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain-specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)</em> <em>b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)</em></td>
<td>4. Present information, findings, and supporting evidence <em>(e.g., reflective, historical investigation, response to literature presentations)</em>, conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <em>Use appropriate eye contact, adequate volume, and clear pronunciation.</em> <em>a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)</em> <em>b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)</em></td>
</tr>
<tr>
<td>5. Make strategic use of digital media <em>(e.g., textual, graphical, audio, visual, and interactive elements)</em> in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
<td>5. Make strategic use of digital media <em>(e.g., textual, graphical, audio, visual, and interactive elements)</em> in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
</tr>
<tr>
<td>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <em>(See grades 9–10 Language Standards 1 and 3 for specific expectations.)</em></td>
<td>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <em>(See grades 11–12 Language Standards 1 and 3 for specific expectations.)</em></td>
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</table>
Civic Education Connections to Common Core Reading and Writing Standards for Literacy in History/Social Studies, Grades 6-12

Teachers of History/Social Studies, Science, Technical and other subject matters recognize that proficiency in reading and writing impacts students’ ability to acquire and retain content information, understand key ideas and concepts and apply knowledge in meaningful ways. The Common Core State Standards address this issue by emphasizing the need for students to become proficient readers, writers, listeners and speakers of expository text and academic language. As mentioned in the Introduction, the Standards are not intended to supplant content subject area instruction but, instead, to guide and support all teachers to provide students with the literacy skills they need to be highly proficient learners in all subject areas and apply their learnings in college, in the workforce and as effective citizens in American society. Content teachers therefore play a critical role in meeting this goal. By contextualizing reading, writing, listening, and speaking skills within the content of their subject area with intentionality, students are able to strengthen their subject matter knowledge and literacy skills in meaningful, purposeful ways. The previous sections of this document were designed to meet this goal by providing specific examples of history/civic education content and instructional practices to contextualize the English Language Arts and Literacy skills for each grade level or grade span. The examples utilize a thematic approach that integrates all aspects of reading, writing, listening and speaking.

The Reading Standards for Literacy in History/Social Studies 6-12 designated below are intended to complement and support the specific content demands, norms, conventions and disciplinary habits of thinking of History/Social Studies. They reference domain-specific words and phrases; an attention to precise details; the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. History-Social Studies teachers will quickly recognize references to the use of primary and secondary sources; discipline-specific vocabulary, content and skills inherent in History/Social Studies. Unlike the previous sections of this document, the examples provided below are “snapshots” of history/civic education practice that invite History/Social Studies teachers to further clarify the disciplinary intent of the Reading and Writing Standards while stretching their instructional program to become more intentional toward building civic literacy. Needless to say, there is a plethora of examples and opportunities within the History/Social Studies classroom to engage students in reading and writing activities that are rigorous, meaningful and promote critical thinking and problem solving – important knowledge and skills needed to prepare young people for college, career and citizenship in the 21st century.
Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Civic Education Connections:

The Rise of Democratic Ideals

Provide opportunities for students to analyze, compare and contrast primary and secondary sources of the past to identify the ideas and principles that influenced the Founding Fathers’ establishment of a constitutional government and continues to influence democratic practices in modern society.

Examples include:

- Analyze and compare historical law code found in portions of Deuteronomy or the Connecticut Blue Laws with secondary sources to determine the meaning and purpose of each and draw inferences about the society that produced them.
- Read and analyze primary and secondary sources describing forms of government in Ancient Greece (Plato, Aristotle) including monarchy, oligarchy, democracy, and tyranny. Summarize the central elements of each and Plato’s and Aristotle’s analysis of them.
- Read a description of a tribunal or democratic vote in Ancient Athens. Identify the key steps in the process and provide an accurate summary of the purpose of each of the steps.
- Identify two articles on a contemporary political issue from two different authors. Describe how each presents the information on the topic and compare their points of view on the issues.

<table>
<thead>
<tr>
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<th>Grades 11-12 Students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
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</tr>
<tr>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td>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.</td>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>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).</td>
<td>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
<td>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
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</table>
Civic Education Connections:

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<tr>
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<tbody>
<tr>
<td><strong>Craft and Structure</strong></td>
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</tr>
<tr>
<td>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.</td>
<td>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 science.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
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<tr>
<td>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
<td>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
<td>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
</tr>
<tr>
<td>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).</td>
<td>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.</td>
<td>6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</td>
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</table>

**Integration of Knowledge and Ideas**

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<tr>
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<th>Grades 9-10 Students:</th>
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<tbody>
<tr>
<td>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
<td>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
<td>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>8. Distinguish among fact, opinion, and reasoned judgment in a text.</td>
<td>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</td>
<td>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
</tr>
<tr>
<td>9. Analyze the relationship between a primary and secondary source on the same topic.</td>
<td>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
<td>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
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</table>

Ancient Civilization

Read Hammurabi’s Code of Law and evaluate the justice of the code based on other sources of information that describe the culture, traditions, and socio-political structures of ancient civilization. Integrate and analyze information to judge:

- **Were the laws “just” by ancient standards?**
- **By contemporary standards?**
Civic Education Connections:

World History
Assess different versions of the story of the legendary Roman hero Aeneas by comparing and contrasting the premises, claims, perspectives of each source to develop a coherent understanding of the use of myths and fables to convey ideas:

- What are the traits of character revealed in each story?
- Why did the Emperor Augustus encourage authors to write myths and fables that celebrated Roman virtues?
- Evaluate, take, and defend a position on the importance of stories about heroes and heroines in today’s world.14

United States History
Compare and contrast the basic ideas expressed in the Magna Carta, English Bill of Rights, and the Mayflower Compact. Examine and integrate other sources of information that describe the culture, traditions, and socio-political structures of English and colonial societies during the respective time periods to assess:

- To what extent do these documents place limits on government?15
- How did they influence the role and responsibility of government as defined by the Framers?

Evaluate President Woodrow Wilson’s Fourteen Points and other sources of information about the time period to explain how the principle of self-determination of people became a rallying point for ethnic minorities in European empires and colonized peoples in Africa and Asia.16

Integrate and evaluate quantitative and qualitative data, visuals, first-hand accounts and secondary sources about the internment of Japanese Americans during World War II. Develop a coherent understanding of this event, noting discrepancies among the various source materials to explain their perspective on the constitutionality of the relocation.17

<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas (Cont.)</th>
<th>Grades 9-10 Students:</th>
<th>Grades 11-12 Students:</th>
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</table>

Range of Reading and Level of Text Complexity

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.

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.

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.
Civic Education Connections:
Select discipline-specific topics relating to governance, rights, and the participation of citizens in various historic cultures and eras.

Ancient Civilization examples:
• Did Hammurabi’s Code of Law establish a code that was “just”?
• Was Athenian democracy really democratic?

World History examples:
• How did the scientific method advance democratic ideas?
• How did the Renaissance and Reformation contribute to the expansion of individual rights?
• Compare and contrast the political institutions in medieval Japan with those of medieval Europe.18

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
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</tr>
<tr>
<td>1. Write arguments focused on discipline-specific content.</td>
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</tr>
<tr>
<td>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td>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.</td>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
<td>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.</td>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
</tr>
<tr>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
<td>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.</td>
<td>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td>d. Establish and maintain a formal style.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
</tbody>
</table>
### Civic Education Connections:

United States History examples:
- How did the American Revolution influence the development of democracies?
- How did the United States Constitution expand national power?
- What were the arguments for and against the inclusion of a Bill of Rights in the Constitution? Explain why they have or have not proven to be significant in American history.
- What might have happened if the Constitution had not been ratified.\(^\text{19}\)
- To what extent did the Civil War Amendments change America?
- What factors contributed to the rise of totalitarian governments after World War I?
- How did colonialism and the end of colonialism spur the development of constitutional democracies?
- How did expanded enfranchisement in the late 19th, early 20th century America impact socio-political-economic structures?
- How has justice been improved or not improved as a result of landmark cases of the United States Supreme Court that expanded due process rights of criminal defendants.
- Explain the meaning of judicial independence and its relation to the election or retention of judges and justices.
- Do modern judicial campaigns improve or impede the role of the judiciary in our constitutional scheme of government?

### Civic Education Connections to Common Core Standards in History/ Social Studies - Grades 6-12

<table>
<thead>
<tr>
<th>Text Types and Purposes (Cont.)</th>
<th>Grades 6-8 Students:</th>
<th>Grades 9-10 Students:</th>
<th>Grades 11-12 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
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</tr>
<tr>
<td>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., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. 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.</td>
<td>a. 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.</td>
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</tr>
<tr>
<td>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
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<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
</tr>
<tr>
<td>c. Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.</td>
<td>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between ideas and concepts.</td>
<td>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between ideas and concepts.</td>
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</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>d. 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.</td>
<td>d. 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.</td>
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<td>e. Establish and maintain a formal style and objective tone.</td>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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</tr>
<tr>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
<td>f. 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).</td>
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<td>f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</td>
</tr>
</tbody>
</table>

### 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.
Civic Education Connections:

Continue to guide the production and distribution of the writing project described above to meet the standards described in the adjacent columns.

| Civic Education Connections to Common Core Standards in History/ Social Studies - Grades 6-12 |
|---|---|---|
| Grades 6-8 Students: | Grades 9-10 Students: | Grades 11-12 Students: |
| **Production and Distribution of Writing** | | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 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. | 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. | 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. |
| 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **Research to Build and Present Knowledge** | | |
| 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. | 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. | 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. |
| 8. Gather relevant information from multiple print and digital sources (primary and secondary), 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. | 8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), 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. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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. |
| 9. Draw evidence from informational texts to support analysis, reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. |
## Civic Education Connections to Common Core Standards in History/Social Studies – Grades 6-12

<table>
<thead>
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<tbody>
<tr>
<td>Grades 6-8 Students:</td>
<td>Grades 9-10 Students:</td>
</tr>
<tr>
<td>Range of Writing</td>
<td>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.</td>
</tr>
</tbody>
</table>
The following list of suggested books and resources can be utilized to support the Civic Education Connections listed in this document or to support other civic education lessons and curriculum.

**Grades K-2**

*Adler, David. A Picture Book of George Washington. Holiday, 1990.* This simple story tells about the life of America’s first president. The author has written a number of other picture books about famous Americans.

*Aesop. Aesop for Children. Scholastic, 1994.* This is a classic collection of stories with strong moral messages, many about our responsibilities to each other.

*Barnes, Peter W., and Cheryl Shaw. Marshall, the Courthouse Mouse: A Tail of the Supreme Court. VSP Books, 1998.* Students learn about the Supreme Court of the United States and the role of the lesser courts in the American justice system through the eyes of a cartoon figure, Marshall, the Courthouse mouse.


*Borden, Louise. Thanksgiving Is…. Scholastic, 1997.* This little book is a simple description of how the first Thanksgiving came to be celebrated.


*Catrow, David (illustrator). We the Kids: The Preamble to the Constitution of the United States. Penguin Putnam, 2002.* A colorful illustrated version of the Preamble to the Constitution designed to help children understand the big ideas behind this document.

*Cazet, Denys. Never Spit on Your Shoes. Orchard Paperbacks, 1993.* A dog tells his mom about his first day at school and some rules the children listed.

*Fair Bears Learn About Justice. Center for Civic Education, 1998.* This picture book uses animal characters to explore the concepts of fairness and justice in society. A guide for evaluating the fairness of rules and laws is included.

*Friego, Margot, et al. Tortillitas para Mama. Econo-Clad, 1999.* Hispanic nursery rhymes, well illustrated and in two languages, relate to learning how to get along with others.

*Guthrie, Woody. This Land Is Your Land. Little Brown and Co., 1998.* This well-loved and frequently sung folk song is brought to life through detailed folk art style illustrations. The book portrays life in the United States in the 1920s and 1930s.

*Hazen, Barbara Shook. Even If I Did Something Awful. Aladdin, 1992.* Her own misdeed of breaking her mother’s favorite vase has this youngster testing her mother’s love with imaginary misdeeds.
Heine, Helme. *The Pearl.* Atheneum, 1985. This is a fable-like story that demonstrates important values in living together.


*Orb and Effy Learn About Authority.* Center for Civic Education, 1999. This picture book uses cartoon figures to explore the concept of authority in society.


Rappaport, Doreen. *Martin’s Big Words: The Life of Dr. Martin Luther King Jr.* Jump at the Sun, 2001. This book is an introduction to the life of Dr. King and includes some key moments in the Civil Rights movement.


Schaefer, Lola M. *We Need Police Officers.* Capstone Press, 2000. Simple text and photographs present police officers and their role in the community.


Steig, William. *Amos and Boris.* Farrar, 1971. This is a famous tale of friendship and duty.


*Zookeeper Learns About Responsibility.* Center for Civic Education, 1999. This picture book uses animal characters to explore the concepts of personal and social responsibility that are required to make society work.

**Grades 3-5**

*Active Citizenship Today: Field Guide.* Constitutional Rights Foundation, 1994. This student handbook of tips, methods, and profiles is designed to help students plan, implement, and evaluate their own service-learning projects.

*Adventures in Law and History II: Coming to America, Colonial America, and the Revolutionary War.* Constitutional Rights Foundation, 1997. Interactive lessons focus on law-related concepts and include role-plays, simulations, and reader’s theaters that foster critical thinking and cooperative learning skills. Students trace the development of due process, concepts of authority, and the rights and responsibilities of citizenship.


*Democracy in Action.* Arsalyn Program of the Ludwick Family Foundation. *Democracy in Action* lesson plans are designed to bring high school students trained by their teachers into elementary schools to teach students about democracy and voting. The curriculum contains four lessons addressing key aspects of American citizenship and a fifth session devoted to a voting simulation with real voting equipment. The voting simulation is timed to coincide with real elections. Participating students simulate voting on the same candidates/initiatives as qualified voters in their area. www.arsalyn.org


*Foundations of Democracy: Authority, Privacy, Responsibility, and Justice.* Upper elementary level. Center for Civic Education, 1997. This set of four books explores the concepts of authority, privacy, responsibility, and justice to help young students understand how society works and their place in it.

*Foundations of Democracy: Authority.* Center for Civic Education, 2000. Lesson 7 examines the characteristics of a rule or law and the intellectual tools for evaluating rules and laws. Critical thinking skills are an essential part of this lesson.


Fritz, Jean. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address.* Putnam Publishing Group, 1993. Fritz focuses on the year 1863 when, after 23,000 Union soldiers were killed in the Battle of Gettysburg, Lincoln was asked to speak at a ceremony honoring the fallen troops. Fritz explains that the Gettysburg Address was prepared in advance, needing only a last-minute edit. Period photos are interspersed in the text.

Fritz, Jean. *Shhh! We’re Writing the Constitution.* Putnam, 1987. This book combines historical background with the personalities of delegates to the Constitutional Convention that was held in secret in Philadelphia in the summer of 1787.

Geisel, Theodor Seuss. *Yertle the Turtle and Other Stories.* Random House, New York, 1986. This children’s book is about Yertle, king of the pond, who stands on his subjects in an attempt to reach higher than the moon—until the bottom turtle burps and he falls into the mud, ending his rule.


_In a VOICE: Ask Me._ Constitutional Rights Foundation, 1997. This seven-unit supplementary curriculum on civic involvement teaches about the Preamble to the Constitution, the Bill of Rights, and the three branches of government. The curriculum teaches about U.S. history using mediation, law-related education, and service learning. It is designed to reinforce reading, writing, and critical thinking skills.

Jacobstein, Bennett. *A Constitution for California.* Toucan Valley Publications, 1999. This book answers questions such as What is a constitution? Why was a constitution needed? What happened at the 1849 Constitutional Convention? It also includes the articles of California’s first constitution, the Constitutional Convention of 1878–79, and the articles of the current constitution.


Levy, Elizabeth. *If You Were There When They Signed the Constitution.* Scholastic, 1992. This introduction to the Constitution includes background information, profiles of the delegates to the Federal Convention, compromise at the convention, and an explanation of the mechanism provided to change the Constitution.


Maestro, Betsy, and Giulio Maestro. *Voice of the People.* William Morrow & Co., 1998. In describing “American democracy in action,” the authors first explain how the American system of government differs from the systems of other nations. The book also explores the history of the Constitution and the amendments, the three branches of government, and how a presidential election works.

_Our Bill of Rights._ Cobblestone Publishing, Sept. 1991. This book includes several articles about the purposes of the Bill of Rights, the issues involved in their development, and the results of their adoption.


Quiri, Patricia Ryon. *The Declaration of Independence.* Children’s Press, 1999. This book discusses the circumstances preceding and following the writing of the Declaration of Independence and describes how it was written, approved, and announced. The author also has a series of books printed by Children’s Press on government for young students, including The Bill of Rights, The Congress, The Constitution, and The Supreme Court.


"The Tired King." *Adventures in Law and History II*. Constitutional Rights Foundation, 1999. This simulation utilizes a fictional king to demonstrate the concept of separation of powers linked to the views of American colonists about British abuses on the eve of the American Revolution.

Thomson, Ronald Bruce. *Independence*. National Park Service, 1994. This is one of a series of the Historical Division of the National Park Service. It is a historical look at independence, its beginnings, and its struggles. The book has great photographs.


*We the People: The Citizen and the Constitution*, Level 1. Center for Civic Education, 2003. Five units focus on the Founders' basic ideas of government, the Constitution, and the rights and responsibilities of citizens. The curriculum is appropriate for fourth-grade students. Unit One explores the Founders' concepts of government and ideals as expressed in the Declaration of Independence.

*We the People: Project Citizen*. Center for Civic Education, 1996. Project Citizen is a portfolio-based civic education project. Students work in groups to identify a community problem and develop a practical action plan to address the issue.


**Grades 6-8**


Brady, Shelia, Carolyn Pereira, and Diana Hess. *It’s Yours: The Bill of Rights*. Steck-Vaughn and Constitutional Rights Foundation, 1993. This collection of activities on the Bill of Rights is appropriate for English-language learners.


*Civics and Government in Cartoons: A Teacher’s Resource* Booklet. MindSparks, 1996. Five key themes in civic education are introduced through contemporary political cartoons. Lesson 5, “The Citizen’s Role in American Democracy,” explores the key characteristics of good citizenship, the rights and responsibilities of citizens, and the ways citizens can most effectively take part in civic life.


Croddy, Marshall, and Coral Suter. *Of Codes & Crowns: The Development of Law*. Constitutional Rights Foundation, 1992. Readings provide background for guided discussion and allow students to explore legal concepts such as the origin of rules. In Unit 2 students learn about the concept of *lex talionis*, the law of retribution. In the “Secrets in Stone” activity, students use inference to identify political, social, and cultural information from specific laws in Hammurabi’s Code. Unit 3 traces the development of law in ancient Greece. Unit 4 traces the evolution of the jury system and has students role play a medieval English court trial of a suspected arsonist. Unit 5 deals with the role of the Catholic Church as a political institution. Lesson 4 in the unit examines the limits of authority in the trial of Galileo.


*Democracy in Action*. Arsalyin Program of the Ludwick Family Foundation. *Democracy in Action. Your Vote Is Your Voice*, is designed to present the importance of voting and to discuss the nuts and bolts of the American political system. Like the elementary school booklet, *Your Vote Is Your Voice* contains step-by-step guidelines describing how you can run a simulation election on your campus. www.arsalyin.org.


*Project History.* Constitutional Rights Foundation, 2003. This supplementary text with product-based readings and activities is tied to the California Standards.


Ravitch, Diane, and Abigail Thernstrom (editors). *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide.* HarperCollins, 1992. This collection includes a number of readings on the American experience, such as the Virginia Bill of Rights, the Constitution, excerpts from several Federalist Papers and Thomas Jefferson’s letters.


*We the People,* Level 2. Center for Civic Education, Reprint 2003. The student text provides grade-level appropriate readings and activities relating to the study of government and political institutions. Lesson 1, “Why do we need government?” introduces students to the natural rights philosophy and the contributions of John Locke. Lesson 2 discusses Montesquieu’s thoughts on how government should be organized to promote the common welfare. Lesson 2 includes the story of the Roman Cincinnatus as a model of civic virtue. Lesson 7, “What basic ideas about government were in the Declaration of Independence?” focuses on the political philosophy upon which the Declaration was based. Student Handout 7-1 in the Teacher’s Guide assists students in analyzing the Declaration. Unit 2, “What experiences helped the Founders’ thinking about government?” includes lessons on how states governed themselves after the Revolution (Lesson 8) and why the Framers believed a new constitution was needed to replace the Articles of Confederation (Lesson 10). Unit 3 consists of seven short lessons on drafting and ratifying the Constitution. Unit 4, “How was the Constitution used to establish our government?” includes a lesson on the development of political parties. Unit 5, “How does the Constitution protect our basic rights?” includes specific lessons on the expansion of suffrage and how the Constitution protects our right to equal protection of the laws and due process. Unit 6, “What are the responsibilities of citizens?” consists of two lessons on the importance of citizen participation in our constitutional democracy.
We the People: Project Citizen. Center for Civic Education, 1996. Project Citizen is a portfolio-based civic education project. Students work in groups to identify a community problem and develop a practical action plan to address the issue. This project-based curriculum is an ideal way to develop a meaningful service-learning activity.


Woodard, Jo Ann A. The Code of Hammurabi: Law of Mesopotamia. National Center for History in the Schools, 1999. This teaching unit consists of three lessons on law and justice in Sumer and Babylon, the Code of Hammurabi and other ancient codes of law, and a comparison.

Grades 9-12
Active Citizenship Today: Field Guide. Close Up Foundation and Constitutional Rights Foundation, 1999. This guide helps students and teachers identify and analyze local issues and design and implement civic action projects.


American Legacy: The United States Constitution and Other Essential Documents of American Democracy. Center for Civic Education, 1997. This booklet features the texts of many American political documents; there is no commentary.


California Department of Education. Principles of American Democracy. California Department of Education, 1994. This course model supports the California History-Social Science Framework. Unit VI provides a culminating activity based on active civic participation to address a local, state, or national issue.

California Department of Education. World History, Culture, and Geography: The Modern World. California Department of Education, 1995. This “course model” provides an extensive annotated list of resources on the totalitarian regimes of Nazi Germany and Stalinist Russia.

**Challenge of Governance.** Constitutional Rights Foundation, 2001. This supplemental text of readings and interactive activities supports civics instruction and critical thinking skills. The text is linked to national standards. Foundations of Freedom. Constitutional Rights Foundation, 1991. This text provides student readings and interactive activities on a variety of civic education topics. Lesson 2, “Constitutional Limitations on Government,” specifically addresses California Standard 12.4. The text and critical thinking activities are linked to the National Standards for Civics and Government. Chapter 4, “New Order of the Ages,” describes how the body of the Constitution was designed to limit the powers of the government. Chapter 5, “The Bill of Rights,” examines James Madison’s work in the First Congress to secure a bill of rights and features an activity on judicial review.

**Challenge of Governance.** Constitutional Rights Foundation, 2001. A supplemental text of readings and interactive activities supports civics instruction and critical thinking skills. Lesson 8 focuses on state and local government. Chapters 13 and 14 explore American foreign policy and global realities of the modern world. The text is linked to national standards.

**City Works.** Constitutional Rights Foundation, 2001. This supplement aligns the study of local government to a standard government course emphasizing issues of federalism, public policy analysis, and civic action projects.

**Criminal Justice in America.** Constitutional Rights Foundation, 2000. This book focuses on the legal, constitutional, and political awareness of criminal law, procedures, and public policy issues.


**CRF Mock Trial Series.** Constitutional Rights Foundation. Each mock trial packet includes a hypothetical case, witness statements, legal authorities, trial instructions, and procedural guidelines. It also includes a pretrial motion, designed to deepen student understanding of constitutional issues related to criminal trials.

De Jonge, Alex. **Stalin and the Shaping of the Soviet Union.** William Morrow and Company, 1986. This is a full-length biography of Josef Stalin.

**Democracy in Action.** Arslyn Program of the Ludwick Family Foundation. Curriculum contains lessons discussing a broad range of topics of interest to students who will soon be eligible to vote. Students are provided an opportunity to discuss the different political ideologies in the American political system, read about the electoral college, and debate the quality of current election systems. As with all Democracy in Action booklets, the high school curriculum contains step by step guidelines describing how you can run a simulation election on your campus. www.arsalyn.org.

**Foundations of Democracy: Authority, Privacy, Responsibility, and Justice.** Center for Civic Education, 1995. Unit Four, “What should be the scope and limits of authority?” includes several lessons that explore the scope and limit of authority and the usurpation of power by unlimited government systems. Chapter 4, “New order of the ages,” describes how the body of the Constitution was designed to limit the powers of the government. Chapter 5, “The Bill of Rights,” examines James Madison’s work in the First Congress to secure a bill of rights and features an activity on judicial review.

**Foundations of Freedom.** Constitutional Rights Foundation, 1991. This illustrated text provides readings on the development of the Bill of Rights and the evolution of rights through U.S. history. A teacher’s guide includes interactive activities. This book also contains sections on court decisions affecting the Bill of Rights during World War II and the post-war period including an interactive moot court on issues of free expression, due process, and equal protection. Virtually every chapter includes an activity focusing on a landmark Supreme Court decision (e.g., Marbury v. Madison, Yick Wo v. Hopkins, Gitlow v. New York, Mapp v. Ohio).


“Innovations in Law.” *Bill of Rights in Action*. Constitutional Rights Foundation, Vol. 16, No. 4 (Fall 2000). The first article examines the code of laws developed by the ancient Hebrews, which influenced Roman law, English law, and our own Declaration of Independence and Constitution. The second article explores Thomas Jefferson’s writing of the Declaration of Independence and the source of his ideas for this document.

Irons, Peter. *The Courage of Their Convictions: Sixteen Americans Who Fought Their Way to the Supreme Court*. Free Press, 1988. The author introduces 16 Americans who took their cases through the court system to the U.S. Supreme Court from the 1930s to the 1980s.

Joseph, Joel D. *Black Mondays: Worst Decisions of the Supreme Court*. Zenith National Press, 1990. This resource examines approximately 20 decisions considered to have been the Court’s worst mistakes. Dred Scott v. Sandford, Plessy v. Ferguson, and Hirabayashi v. United States are among the cases included in the text.


Nash, Carol. *The Fight for Women’s Right to Vote*. Enslow, 1998. This book discusses the people and events connected to the struggle to achieve women’s rights from its origins in the mid-1800s through the ratification of the Nineteenth Amendment to the Constitution.


Patrick, John. *The Supreme Court of the United States: A Student Companion*. Oxford University Press, 2000. This research book includes 100 landmark Supreme Court cases and outlines some of the major issues facing the Court today. In addition, the text includes a definition of basic legal terms and phrases.
Principles of American Democracy. California Department of Education, 1994. Unit V of this California course model for American Government provides a sample lesson on dictatorships and human rights violations associated with these autocratic regimes. The course model includes extensive resources that may be used to develop lessons on comparative political systems.

Ravitch, Diane, and Abigail Thernstrom (editors). The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide. HarperCollins, 1992. An appeal to Deng Xiaoping, the May 19 Petition of the Student Democratic Movement, and poems from Tiananmen Square are among the short readings included in this collection. Vaclav Havel’s “Power of the Powerless” essay on the responsibility each person shares for perpetuating dictatorship by daily compliance with the regime and Lech Walesa’s Nobel Peace Prize lecture are among the short readings included in this collection of primary sources.


Rhodehamel, John H. Letters of Liberty: A Documentary History of the U.S. Constitution. Constitutional Rights Foundation, 1997. This collection of seminal documents in American constitutional history includes brief narratives that place the primary sources in historical context. The teacher’s guide provides directed discussion and activities for evaluating both the primary and secondary materials.


Shinew, Dawn, and John Fischer. Comparative Lessons for Democracy. Center for Civic Education and The Ohio State University, 1997. This is an international conceptual framework with examples from Eastern European nations.

Shirer, William. The Rise and Fall of the Third Reich. Simon and Schuster, 1960. This is a classic full-length history of Nazi Germany.

“The Suppression of Art in Nazi Germany.” Bill of Rights in Action. Constitutional Rights Foundation, Vol. 13, No. 2 (Spring 1997). This is an article on the Nazi government’s opposition to art it considered “degenerate.” Questions for discussion and an activity on government suppression of the arts are included. The article and recommended activity may also be found online at http://www.crf-usa.org/bria/bria13_2.html#nazi. The online version includes “hot links” to selected works of art that were outlawed by the Nazis.

The Challenge of Information. Constitutional Rights Foundation, 1998. This is an appraisal of the role of the media in society and in the political process and includes activities that explore various public policy issues related to freedom of the press.

We the People: Project Citizen (High School edition). Center for Civic Education and the National Conference of State Legislatures, 2004. Project Citizen provides an outline for addressing a public policy issue. Steps assist students in identifying an issue, gathering information, and developing a viable means of addressing the issue to promote change.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. The first unit of this text includes a set of nine lessons on the philosophical and historical foundations of the American political system, the first three of which deal directly with their classical roots. Lesson 1, “What would life be like in a state of nature?” Lesson 2, “How does government secure natural rights?” Lesson 3, “What did the Founders learn about republican government from the ancient world?” Lesson 4, “How did modern ideas of individual rights develop?” and Lesson 5, “What were the British origins of American constitutionalism?” specifically address the philosophical foundations of American constitutional democracy. Lesson 7, “What basic ideas about rights and constitutional government did colonial Americans have?” Lesson 8, “Why did the American colonists want to free themselves from Britain?” Lessons 10–17, “How did the Framers create the Constitution?” provide student-friendly readings on the topics with discussion questions and teacher support material. Lesson 22, “How is power divided between federal and state government?” outlines the key ideas in the differences among unitary, confederate, and federal systems of government. Lesson 26, “How did the Civil Rights Movement use the Constitution to achieve its goals?” includes a discussion of Martin Luther King Jr.’s use of civil disobedience and includes his Letter from Birmingham City Jail in the reference section. Lesson 27, “How has the right to vote expanded since the adoption of the Constitution?” is a clear and concise lesson examining amendments that expanded voting rights. Lesson 28, “To what extent can the law correct injustice and other problems in American society?” explores issues relating to racial and gender discrimination and affirmative action. Lesson 29 examines the question “Why does the First Amendment limit the government’s power over religion?” Lesson 35, “What does it mean to be a U.S. citizen?” and Lesson 36, “How do we use our citizenship?” are directly related to civic participation. Lesson 38 in Unit VI examines the historical and contemporary impact of American constitutionalism on other countries. Lesson 39, “What are some constitutional issues facing United States citizens in the nation’s third century?” explores how changes in our society have raised new political issues.

“When Roman Law Ruled the Western World.” Bill of Rights in Action. Constitutional Rights Foundation, Vol. 17, No. 4 (Fall 2001). The article examines Roman law, which helped hold the empire together and is the basis for many modern law codes. Suggestions for writing and a student activity are included.
Citations

14. Ibid., p. 141
15. Ibid., p. 161
16. Ibid., p. 195
17. Ibid., p. 211
18. Ibid., p. 145
19. Ibid., p. 161
The Civic Action Project & Common Core State Standards
Constitutional Rights Foundation

The Civic Action Project (CAP) provides numerous opportunities for teachers to integrate the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS ELA).

The CAP lessons require specific reading, writing, discussion, and presentation skills and have been correlated with CCSS ELA. Teachers access the lessons on the CAP website and each lesson provides a link to pertinent CCSS ELA standards. ([Lessons 1-5 are currently correlated](#). Correlations for Lessons 6-14 will be completed soon.)

CAP is a project-based learning model that requires students to think deeply about the issues they work on. There are opportunities for students to master many CCSS standards as they work on their civic action projects. Students research issues and policies using a variety of source materials and media. The CAP Planner requires students to write about their selected issues, civic actions they intend to take, and outcomes. In addition, students who are assigned to prepare a CAP presentation use a variety of speaking, presentation, and media skills cited in CCSS ELA.

The students’ civic action projects are structured by the CAP Planner, composed of four documents: Proposal, Thinking it Through, Civic Actions, CAP Report. Below is a description of how the CAP experience provides opportunities for students to master many CCSS ELA standards:

**WHST.11-12.1** Write arguments focused on discipline-specific content.

*The CAP Proposal* requires students to convince their teachers that the issue they have chosen is important and worthy of a CAP project. The planner is designed to help students make their arguments in a logical sequence, thus providing an introduction to the skills outlined in the standard. In addition, new blog activities will be available for teachers to assign that address this standard.

**WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*As students work on their CAP issues, they will communicate with peers and adults. The CAP toolkit provides tips for composing clear, coherent, audience-appropriate writing of letters, emails, and other texts.*
WHST.11-12.5 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.

*Teachers should require CAP students to revise their CAP Planning documents as necessary. Students should be composing communications with adults inside and outside of the school campus and should focus on providing succinct, significant information in these communications by planning, revising, and editing. In addition, CAP students must often try new approaches to convince community members and policy-makers to respond to their concerns.*

WHST.11-12.6 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.

*CAP teachers can use the prompts from the Planners to create writing assignments that are completed through the CAP discussion board or student blog. Both teachers and students respond to the posts, and the writers respond to the feedback, often based on new arguments and information they have collected. In nearly all CAP classes, students are assigned to work in groups and produce shared writing products, as well as published products through the CAP web site and CAP contests. In addition, CAP students have created Facebook pages and other social networking products as civic actions.*

WHST.11-12.7 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.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

*Through CAP, students select an issue, research that issue, and develop and implement civic actions to address it. This process requires students to generate specific questions and search for answers using multiple sources. The Planner requires students to continually demonstrate a deeper understanding of the issue they are working on: its implications, policy connections, causes/effects, and more.*

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
As students research their selected issues, they will analyze a variety of sources including news stories, policy statements, documents such as local ordinances, responses from policy-makers and others, as well as opinion/editorial pieces. Students read and analyze with purpose since they are addressing real-world issues. To ensure mastery of this standard, teachers should require students to attach sources and a brief analysis of each to their CAP Planners.

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

*Both the CAP lessons and student projects promote collaborative discussions. CRF will develop new assessment tools for teachers and students aligned to this CCSS standard.*

**SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

*CAP students should be required to speak with community members, including policy-makers, about their issues and civic actions. The Civic Action document in the CAP Planner prompts students to report on these communications and teachers could require the students to further respond to the items in this standard.*
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

The CAP Report provides a structure for students to develop CAP presentations and these presentations should address the items in this standard. Rubrics to assess presentations are available in both the Assessment and Teacher-Created Resource sections of the website.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Every semester, students are invited to create CAPfolios and/or Public Service Announcements about their issues for submission in national contests. Protocols for each contest include items from this standard.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Through the CAP experience, students should be speaking to a variety of audiences including peers, adults at school, and adults in the community. Students should demonstrate their ability to use appropriate language, tone, and formality in each situation and teachers could ask students to “debrief” their meetings and conversations in terms of the skills they used. In addition, the Civic Action and Report Planners require students to list specific skills they gained and applied, and many students list skills associated with speaking to a variety of audiences and modifying their speech accordingly. The CAP toolkit provides some direction for students.

For more information visit the Civic Action Project web site: www.crfcap.org

Contact Keri Doggett, CRF Director of Program Development
keri@crf-usa.org
213.316.2115
Deliberating in a Democracy in the Americas and Common Core State Standards for English Language Arts

Introduction

Based on research and best practices, Deliberating in a Democracy (DID) materials provide opportunities for students to meet many of the outcomes identified as part of the Common Core State Standards for English Language Arts, including:

- Demonstrating independence.
- Building strong content knowledge
- Communicating with different audiences using a variety of methods.
- Comprehending and critique based on evidence and opinion.
- Understanding multiple perspectives.
- Increasing cultural awareness.

Using the Structured Academic Controversy (SAC) methodology, students work independently, in pairs, small groups, and large groups. Through SAC, students gain understanding and share multiple perspectives on issues.

DID materials and methods were updated in 2010 for the Deliberating in a Democracy in the Americas (DDA) program. Informational texts, created specifically for DDA, are the basis of the lessons. Supplemental resources provide opportunities for exploring the subject matter through graphs, political cartoons, quotes, and other formats.

Below are the SAC steps used for each DDA deliberation lesson and their connection to specific Common Core standards. We also provide extension activities to meet Common Core Writing Standards for History/Social Studies.
DDA Steps for Deliberation and Common Core Standards

Guide to Abbreviations
RI – Reading Standards for Informational Text
RH – Reading Standards for Literacy in History/Social Science
SL – Speaking and Listening Standards
WHST – Writing Standards for Literacy in History/Social Science, Science, and Technical Subjects

1. **Introduction.** Teachers review the meaning of deliberation, the reasons for deliberating, and the rules for deliberation. (Handout #1)

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively….

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively….

b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.
2. **Careful Reading of the Text.** Students read the text individually, in small groups of 4 or as a whole class in order to reach a common understanding of the reading. If students do not understand the reading, the deliberation will not be successful. As a whole class or in their small groups, students agree on at least three interesting facts and/or ideas. (Handout #2)

| **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |

| **SL.9-101** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

| **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

3. **Clarification.** After checking for understanding of the terms and content, the teacher makes sure students understand the deliberation question. (Handout #2)

| **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| **RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
4. **Presentation of Positions.** Students work in small groups of 4 divided into pairs (A & B). Each pair is assigned a position. The position of the A’s is to find at least two compelling reasons to say YES to the deliberation question. The position of the B’s is to find at least two compelling reasons to say NO to the deliberation question. A’s teach B’s at least two reasons to say YES to the deliberation question. B’s teach A’s at least two reasons to say NO to the deliberation question. (Handout #2)

5. **Reversal of Positions.** The pairs reverse positions. The B pair now adopts the position to say YES to the deliberation question; the A pair adopts the position to say NO to the deliberation question. The A’s & B’s should select the best reason they heard from the other pair and add at least one additional compelling reason from the reading to support their new position. (Handout #2)

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**SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6. **Free Discussion.** Students drop their assigned roles and deliberate the question in their small groups. Each student reaches a personal decision based on evidence and logic.

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions…

   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions…

   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
7. Whole Class Debrief. The teacher leads the whole class in a discussion to gain a deeper understanding of the question, democracy, and deliberation.

1. What were the most compelling reasons for each side? What were the areas of agreement? What questions do you still have? Where can you get more information?
2. What is your position? (Poll the class on the deliberation question.) In what ways, if any, did your position change?
3. Is there an alternative policy that might address the problem more effectively? What, if anything, might you or your class do to address this problem?
4. What principles of democracy were inherent in this discussion? Why might deliberating this issue be important in a democracy?
5. Add other questions relevant to your curriculum.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
8. **Student Reflection.** Students complete the reflection form either at the end of class or for homework. (Handout #3)

The written reflection can be used in *preparation* for Common Core Writing Standards listed below.

**W.9-10.7 and W.11-12.7** 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.

**W.9-10.8 and W.11-12.8** 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.

**WHST.9-10.1 and W.11-12.1** Write arguments focused on *discipline-specific content*….

**WHST.9-10.2 and W.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**WHST.9-10.7 and W.11-12.7** 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.

**WHST.9-10.8** 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.

**WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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.
Supplemental Resources. Each deliberation includes both a basic reading and one or more supplemental resources. Supplemental resources may be a graph, a political cartoon or image, a glossary, a page of expert quotes, or a primary source or independent news story. These supplemental resources are optional materials that can be used to provoke discussion, critical thinking and preparation for writing assignments. The supplemental resources may be used by teachers as part of the lesson or to differentiate instruction with some or all the students in class. Supplemental resources also can add depth or enrich the deliberation.

**RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Common Core Extension Activities to Meet Writing Standards

Using the steps above as a way to prepare students for writing assignments is an authentic way to build content knowledge and create a foundation for writing assignments. Below are suggested assignments to help meet Common Core State Standards.

**Suggested Assignment 1.** Ask students to write an essay of at least 300 words that provides their personal answer to the deliberation question. They should support their decision with facts and evidence from the reading and supplemental materials.

**WHST.9-10.7 and W.11-12.7** 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.

**WHST.9-10.9 and WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

**Suggested Assignment 2.** Ask students to write, in their own words, the arguments that support the answer yes and the answer no to the deliberation question.

**WHST.9-10.1** Write arguments focused on discipline-specific content.

b. Develop claim(s) and counterclaims fairly….

**WHST.11-12.1** Write arguments focused on discipline-specific content.

b. Develop claim(s) and counterclaims fairly and thoroughly….

**Suggested Assignment 3.** Assign students a specific answer to the deliberation question (yes or no) and ask them to write a persuasive paper regarding their assigned answer to the question.

**WHST.9-10.7 and W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem.…

**WHST.9-10.9 and WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

**Suggested Assignment 4.** Ask students to write an essay identifying the issue presented in the deliberation and outlining what they think should be done to address the issue. Students should do research beyond what is provided in the deliberation reading and supplemental materials to develop their claims and to address counterclaims.
**WHST.9-10.1** Write arguments focused on *discipline-specific content.*

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.

b. Develop claim(s) and counterclaims fairly....

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.

d. Establish and maintain a formal style and objective tone....

e. Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.1** Write arguments focused on *discipline-specific content.*

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly....

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone....

e. Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.9-10.7** and **WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem....

**WHST.9-10.8** 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.

**WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the 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.

**WHST.9-10.9** and **WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.
Common Core State Standards and Economics: Reading Like a Detective, Writing Like a Reporter, and Thinking Like an Economist

by Deborah Kozdras, Ph.D. & Stephen Day, M.A.

Common Core State Standards (CCSS), is an initiative to develop common English Language Arts (ELA) and Mathematics standards across the country to prepare students with the skills and knowledge to be successful in college and in a career. The CCSS is a state-led initiative and joint project of the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). CCSS exist for K-12 for mathematics and the English Language Arts (ELA), which includes literacy in history/social studies and science/technical subjects. In this article, we examine the CCSS for literacy in terms of how it can be interpreted for Economics Education.

Common Core Shifts in Instruction: Implications for Economics

The foremost goal of this paper is provide Economics teachers with a clear philosophy through which to integrate CCSS goals with Economics instruction. This paper will also act as a short reference resource by which teachers can plan instruction that is sure to address CCSS requirements.

Coleman (2011) identified the key shifts in literacy instruction required by the CCSS in the English language arts. One of the big ideas underlying these standards is that they will be used in content areas, not to replace content, but to augment learning of content. Indeed, literacy skills are more effectively acquired in the pursuit of content-area knowledge (Pearson, in press), and the CCSS are at their best when literacy skills form a foundation for disciplinary inquiry (C3 Framework, 2013, p. 19). It is our view that the requirements of the CCSS have the potential not only to enhance core literacy competencies, but also to strengthen the teaching of Economics as well. In this article we examine some of these key shifts that have potential to impact Economics Education. In particular, we will outline a method by which teachers can use proven literacy techniques in a coherent fashion to help students...
access Economics-related texts.

In this, we attempt to remain firmly grounded not just in the studies of Literacy and Economics, but also within the broader camp of the Social Studies. For this, we follow the lead of The College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The C3 Framework is an attempt to guide Social Studies instruction away from the too-common lecture format and toward an inquiry-based model that comports with the disciplines of Social Studies and the literacy requirements of the CCSS. We use this Framework mainly because it forms an excellent ground for discipline-based inquiry and connects with past research in the Social Studies (Whelen, 2006; Vansledright, 2011). We hope, therefore, that the approach will be rigorous from the standpoint of economic theory, coherent and accessible for non-specialist teachers of Social Studies, and acceptable to literacy experts and CCSS assessments.

First, note the dependence on beginning with “compelling questions” (C3 Framework, 2013, pp. 16-17, 22-24), for example, “Why are some parts of our city so polluted while others are so clean?” Such an introductory question acts as a “hook” for student interest and sets up students for a process of investigation. In the case of the compelling question above, for example, the economic concept at hand would be externalities and property rights, and students would have to bring CCSS skills to bear in order to access necessary data, construct reasoned conclusions, and communicate their thoughts. Furthermore, we seek to give Economics its due respect as a discipline, rather than making it merely a conduit for literacy instruction. Lastly, note the importance of the final product (C3 Framework, pp. 58-61). It is not enough to give students a set of comprehension questions; rather, their inquiry should come to a place where they can create an argument that builds on what they have learned through Economics. The argument may be written, but may also be spoken or created in multimedia form – so long as the students demonstrate mastery of literary and economic concepts in their reasoning.

Use of More “Complex” Informational Text

A key component of the CCSS is that students need to read more complex or challenging texts. This complexity requirement does not apply to beginning readers in Kindergarten and Grade 1; however, students should be exposed to complex texts in the classroom – even if the teacher reads the texts aloud.

During workshops, several curriculum specialists in Social Studies have remarked to the authors of this paper that the CCSS may be one of the best things that has happened to the discipline in a long time. Because the CCSS require a greater amount of informational texts in the classroom – beginning with a 50/50 split between literary and informational texts in K-5, and progressing toward a 30/70 split in high school – Social Studies texts are gaining prominence in elementary literacy blocks. However, this does not preclude using children’s literature, novels, and fictional video clips to illuminate concepts. For example, much attention has been paid to the use of children’s literature for teaching economic concepts (Rodgers, Hawthorne, & Wheeler, 2007; & Day, et al, 2006) especially in K-5. In response to the CCSS, the first author has found that school districts are advocating a mix of fiction and informational texts in Social Studies. Educators use these texts in order to help students understand complex economic concepts, which are key to the disciplinary literacy necessary to the subject area.

Disciplinary Literacy and Academic Vocabulary

In Economics, students use specialized language and literacy academic vocabulary (Bauman & Graves, 2010). Bauman & Graves defined discipline-specific vocabulary as “the content
specific words used in disciplines like biology, geometry, civics, and geography” (p. 6). In Economics, these words could include technical vocabulary (Fisher & Frey, 2008) such as: scarcity, opportunity cost, marginal analysis, market economy, supply and demand, and relative scarcity. In their study of Economics, students would also be exposed to general academic vocabulary or “words that appear in texts across several disciplines or academic domains” (Bauman & Graves, p. 6). Finally, students would learn the relevant symbols used in the discipline, such as the mathematical symbols and equations used in graphs and charts.

In order to use the disciplinary language of Economics, the CCSS Speaking and Listening, and Language strands should be considered as essential skills. In K-5 Economics lessons, the recommended CCSS strands include: Reading, Writing, Language, and Speaking & Listening. Alternatively, in 6-12, only Reading and Writing have separate standards for History/Social Studies; however, the speaking/listening and language skills are naturally present in the reading and writing activities. Furthermore, many highly effective and engaging Economics lessons involve simulations. While these simulations do not always involve reading, they include extensive disciplinary language usage and are aligned with the CCSS standards for Speaking and Listening. Resources that involve simulations could be further aligned to CCSS by adding reading or writing, which would naturally occur in the simulations. Furthermore, these simulations could be in the form of online games or challenges, like stock market simulations, where students can participate in real world experiences. Situations for authentic learning, whether face-to-face or in online environments, are essential activities in terms of CCSS requirements.

Economic literacy is the ability to “think like an economist” or participate in the Economic Way of Thinking (Heyne, 1999). Thinking like an economist involves making rational decisions through the analysis of human choices in the context of scarce resources. Lessons in economic literacy typically include an investigation of the effects of scarcity, opportunity cost, incentives, economic systems, voluntary trade, and risk in human interactions (Schug, 1981; 1996). These economics concepts are key to a basic understanding of the discipline.

Cl**ose Reading**

While the CCSS do not specifically call for close reading as a distinct strategy, the standards refer to the importance of students “reading closely” to find evidence and make inferences from texts. This focus has created a surge of new literacy research on effective close reading strategies (c.f. Fisher & Frey, 2012b; Hinchman & Moore, 2013). Close reading “involves sustained probing analyses, with students reading and rereading to obtain deep and thorough understandings of texts and to grasp the way texts shape understandings” (Hinchman & Moore, p. 443).

While close reading has been used with traditional text, the strategies are essential, not just for the written word, but also for the close “viewing” of images, videos, charts, and graphs. Close reading, therefore, is deep reading for analysis of evidence in texts.

So how could close reading be used in Economics? In Figure 1, we provide an example, using a short Adam Smith quote from An Inquiry into the Nature and Causes of the Wealth of Nations in conjunction with some articles and a video clip that use the term “the Invisible Hand,” which is included in the original primary source quote.

A lesson involving the reading about “the invisible hand” by Adam Smith requires students to read closely to find evidence about what he meant when he referred to “the invisible hand.” Students would read to find evidence from the text and make inferences. Then, they would compare with other secondary sources (see Figure 1 for
possible articles) to see if the interpretation in the articles corroborates student evidence and inferences made from the primary source text. One of the key concepts necessary to help lead students through a close reading is to use text-dependent questions before, during, and after reading.

**Text-Dependent Questions**

Fisher and Frey (2012a) have defined text-dependent questions as: “effective questions about literature and nonfiction texts [that] require students to delve into a text to find answers” (p. 70). For example, consider the quote from Adam Smith (see Figure 1). A teacher could ask: 1) “Why is it that you can go to the grocery store, and every time you can be confident that they will have the goods and services that you need? Who decides this stuff anyway?” or 2) “What does this reading tell us about the relationship between Individual Rights and the Common Good?” Students could answer the first question without even reading the text. However, the second question requires the students to read the text; that is the essence of the text-dependent question.

Tables 1-3 illustrate sample questions based on the Adam Smith ‘Invisible Hand’ theme. These questions are based on the CCSS reading anchor standards, which are listed on the left hand side of Tables 1-3. For example, in Table 1, in the left column, the CCSS anchor standard for reading is
listed, along with a summarizing term: CCSS for
Reading #1 is the “close reading” standard, #2 is
the “main ideas & supporting details” standard,
and #3 is the text “development and interactions”
standard.

Text-dependent questions about key ideas and
details. Text-dependent questions certainly
require reading like a detective. However, in
Economics, “thinking like an economist” is also
an essential skill necessary to understand the
discipline. Therefore, the questions asked should
help students further understand the content.
These questions are best illustrated through an
example.

Text-dependent questions for close reading.
Adam Smith, the “father” of Economics, is often
cited in relation to the Invisible Hand. Countless
people have written about Adam Smith or used
his term “Invisible Hand,” but do they really
understand what he meant by the term? That is
one of the key concepts of the CCSS: Students
read closely to find evidence and make infer-
ences about what the author meant. Close reading
questions should require students to read what
the author says explicitly and make inferences,
based on the evidence they read in the text in
order to answer an overarching question. These
are questions that require students to read for
very specific evidence.

Text dependent questions for main idea/sup-
porting details. On the other hand, main idea/
supporting detail questions are more focused
on discovering the central idea and supporting
details of a text. These are questions that are
frequently asked in Economics and other Social
Studies lessons. They are the questions that
require students to read and summarize a text.
They are the who, what, when, where, how, and
why questions.

Text development and interactions questions.
Finally text development and interactions ques-
tions require students to analyze a text further in

<table>
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<th>Text-Dependent Questions for CCSS Anchor Reading Standards 1-3</th>
<th>Economics Examples: the Invisible Hand</th>
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<tr>
<td><strong>CCSS for Reading #1 Close Reading:</strong></td>
<td>“This is a much-cited passage from</td>
</tr>
<tr>
<td><em>Read closely</em> to determine what the text says</td>
<td><em>The Wealth of Nations,</em> in which Adam</td>
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<tr>
<td><em>explicitly</em> and to make logical <em>inferences</em> from it; <em>cite</em></td>
<td>Smith discusses the ‘the Invisible</td>
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<td><em>specific textual evidence</em> when writing or speaking to</td>
<td>Hand.’ What is this Invisible Hand, as</td>
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<td><em>support conclusions drawn from the text.</em></td>
<td>described by Adam Smith? Cite</td>
</tr>
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<td></td>
<td>evidence from the text to support your</td>
</tr>
<tr>
<td></td>
<td>conclusions.”</td>
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<tr>
<td><strong>CCSS for Reading #2 Main Idea &amp; Supporting Details:</strong></td>
<td>“What is the central idea of the quote</td>
</tr>
<tr>
<td><em>Determine</em> central ideas or themes of a text and analyze</td>
<td>from Adam Smith? What are some key</td>
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<td>their development, summarize the key supporting details and</td>
<td>details that Adam Smith discussed as</td>
</tr>
<tr>
<td>ideas.*</td>
<td>integral components of the ‘Invisible</td>
</tr>
<tr>
<td></td>
<td>Hand?’”</td>
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<td><strong>CCSS for Reading #3 Development &amp; Interaction:</strong></td>
<td>“According to Adam Smith, what is</td>
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<tr>
<td><em>Analyze how and why</em> individuals, events, and ideas <em>develop</em></td>
<td>the relationship of the individual to</td>
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<tr>
<td>and <em>interact over the course of a text.</em></td>
<td>industry in terms of way the ‘the</td>
</tr>
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<td></td>
<td>Invisible Hand’ works?”</td>
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Table 1. Text-dependent questions for Reading CCSS 1-3: Key Ideas and Details.
order to look for development of an idea, such as changes over a historical timeline. Consider a text that follows the production of a product from natural resource to consumer purchase. Students could track the path of production on a map. They could also discuss the interactions of the activities between locations or track the activities in terms of the Circular Flow model of a market economy. Furthermore, they could outline the decisions made at each stage and consider Economic decision making as a development of an idea. In order for students to analyze a text based on the PACED model for Economic Decision Making (see EconEdLink for a detailed description of the model http://www.econedlink.org/lessons/index.php?lid=489&type=student) they would have to delve deeply into the text to discover the development and interaction of the ideas.

Text-dependent questions about craft and structure. Reading Anchor Standards 4-6 require an interpretation of the way the author chose words, used text features, and illustrated a point of view or purpose for writing the text. These types of text construction questions are not often asked in Economics lessons.

Text-dependent questions about vocabulary and word meaning. A recent examination of Economics lessons provided a common theme: Lessons usually include very simple definitions. In fact, in many lessons, the teacher defines key economic terms prior to the students reading the text. Alternatively, the CCSS require students to interpret the words and phrases as they are used in the text. Ideally, teachers would guide students to find unfamiliar words and try to determine their meaning by their use in the text. Then, students would examine words and phrases to illustrate how the author’s choices emphasized the point of the text. For example, as illustrated in Table 2, a teacher could ask a question about Adam Smith’s use of the term “the Invisible Hand.”

Text-dependent questions about text structure. This standard requires students to analyze the structure of texts, which includes identifying traditional expository text structures, such as description, sequence, compare/contrast, cause & effect, and problem & solution. However, the standard also involves students’ ability to identify

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<th>Text-Dependent Questions for CCSS Anchor Reading Standards 4-6</th>
<th>Economics Example: the Invisible Hand</th>
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<tr>
<td><strong>CCSS for Reading #4: Vocabulary and Word Choice</strong>&lt;br&gt;Interpret <em>words and phrases</em> as they are used in a <em>text</em>, including determining technical, connotative, &amp; figurative <em>meanings</em>, and analyze how specific <em>word choices shape meaning</em> or tone.</td>
<td>“Define the meaning of ‘the Invisible Hand’ by using context clues in the passage. Why did Adam Smith use this powerful phrase?”</td>
</tr>
<tr>
<td><strong>CCSS for Reading #5: Text Structure</strong>&lt;br&gt;Analyze the <em>structure of texts</em>, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
<td>“How does Adam Smith structure his text? How does his discussion of the Invisible Hand contribute to the whole of the text?”</td>
</tr>
<tr>
<td><strong>CCSS for Reading #6: POV &amp; Purpose</strong>&lt;br&gt;Assess how <em>point of view</em> or <em>author’s purpose</em> shapes content &amp; style of a text.</td>
<td>“Why did Adam Smith write this passage? Do you notice any personal bias in his writing?”</td>
</tr>
</tbody>
</table>

Table 2. Text-dependent questions for Reading CCSS 4-6: Knowledge and Ideas
the text structure and features of graphs, charts, tables, and spreadsheets. Students are asked to consider supply and demand curves and all of the features they would need to identify in order to “read” or interpret a graph. This standard also requires students to be able to identify text features on visual texts, videos, and non-linear texts such as, websites and interactive media. For example, if students were using the Adam Smith quote as a primary source, they could compare the structure of that text to some of the other online articles that use the Invisible Hand as a way to illuminate Economic ideas.

Text-dependent questions about Point of View (POV) and purpose. Questions about POV would require the students to delve further into information about the author. For example, considering Adam Smith, students could consider the date (1776) of publication, which could have influenced his point of view. They could also consider how he may have been biased in his ideas based on his occupation or experiences. Furthermore, it is also important to ask questions about the purpose of the text. Why was it written? What is the tone? Are any loaded or descriptive words used? Who was the intended audience?

Text-dependent questions about knowledge and ideas. Reading Anchor Standards 7-9 require students to integrate knowledge and ideas; that is, they should gather and compare ideas across texts, evaluate sources, and analyze evidence. These questions include those that require including multimedia sources, evaluating arguments and claims, and making intertextual connections.

Text-dependent questions about multimedia sources. Reading Anchor Standard 7 requires

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<th>Text-Dependent Questions for CCSS Anchor Reading Standards 7-9</th>
<th>Economics Example: the Invisible Hand</th>
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<tr>
<td><strong>CCSS for Reading #7: Multimedia</strong></td>
<td>“Find a articles, video clips, and political cartoons where individuals discuss the ‘Invisible Hand’ and compare them to your understanding based on Adam Smith’s original text.”</td>
</tr>
<tr>
<td><em>Integrate and evaluate</em> content presented in <em>diverse formats and media</em>, including <em>visually and quantitatively</em>, as well as in words.</td>
<td></td>
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<tr>
<td><strong>CCSS for Reading #8: Argument and Claims</strong></td>
<td>“Find an article (newspaper, magazine, or blog post, etc.) where the author uses the ‘the Invisible Hand’ to explain or critique economic activity. What argument does the author make? What claims does the author make?</td>
</tr>
<tr>
<td><em>Delineate and evaluate the argument and claims</em> in a text, including the validity of the reasoning and the relevancy and sufficiency of the evidence.</td>
<td></td>
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<tr>
<td><strong>CCSS for Reading #9: Intertextual Connections</strong></td>
<td>“Read the two articles that reference the ‘the Invisible Hand’ and compare and contrast ideas that the authors generate in relation to Adam Smith’s term.”</td>
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<tr>
<td><em>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</em></td>
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**Table 3.** Text-dependent questions for Reading CCSS 7-9: Knowledge and Ideas
that students understand the relationship between illustrations and text. For example, in an elementary classroom, using a children’s book, a teacher could have students read the words and examine the illustrations in order to ascertain the evidence. Additionally, informational texts often present information using words, pictures, and other graphics. Most Economics textbooks include words and figures/tables/graphs. Often students skip these or read them separately and are unable to integrate the information. This standard requires that students integrate the information from different media both within and across texts. For example, using the Adam Smith text, students would use his quote and integrate information from other sources they read on the websites, as well as viewed in the video or other sources such as, political cartoons.

Text-dependent questions about arguments and claims. Reading Anchor Standard 8 requires that students evaluate the author’s argument and supporting claims. By asking questions about the validity of the argument and the sufficiency of the evidence, students determine if the reasoning is valid. For example, students can examine one of the online texts where an author argues that a concept is related to the Invisible Hand. Then they can evaluate if the argument is valid and if there is enough information included in the text. They could also discuss further information that would have made the argument stronger. In addition, they may also discuss the author’s use of the Invisible Hand and discuss whether the use of the concept was relevant in the article. The Invisible Hand is a concept often misquoted in articles so this is a great opportunity for students to dig deeper into texts.

Text-dependent questions for comparing texts. Reading Anchor Standard 9 involves using and comparing two or more texts in order to build knowledge or compare the approach or conclusions of the different authors. This is the perfect question to use for evaluating other people’s use of Adam Smith’s concept of the Invisible Hand; this concept is often misunderstood. Therefore, students could read a variety of other articles, political cartoons, and video clips, then examine how different authors defined the Invisible Hand. They could thus compare and contrast the ideas using their own interpretation.

**Summary**

The latitude afforded by the Common Core for subject-area content gives teachers of Economics the space to address fascinating issues that will grab the students’ attention: “Should the government bail out banks if the country is faced with a financial panic?” “Does war help or hurt an economy?” or “Is college really a good investment?” Students can address these economics-related questions by a process of guided inquiry, similar to the one they will need to use as informed and active citizens. This allows a teacher’s Common Core instruction to be both by the Social Studies and ultimately for the Social Studies.

According to Coleman (2011), students should be able to read like detectives and write like reporters, and if we have anything to say about it, to think like economists. The CCSS enable the first two of these by tying reading directly to writing. As illustrated in the above examples, students can participate in a variety of reading activities, take notes, and report their findings. The CCSS require students to write for a variety of purposes and create more informational/explanatory and argumentative reports. They should read and research closely to gather information from multiple print and digital sources and report in a variety of forms, including oral reports and digital forms of writing. The end result, if done well, could be a generation of incisive thinkers and lucid writers. Or better still, picture this: journalists who can think like economists, and economists who can communicate like journalists.
References


What Do We Mean by 'Reading' Maps?

By Phil Gersmehl

There are (at least) two ways to read a paragraph.

One way is to conceive of text as a repository of factual information. For example, if you want the date of an event, you can scan for a plausible four-digit number and write it down, confident that you have found “the answer.”

Try it. Here is a reading, and your challenge: In what year did Columbus sail across the Atlantic?

The Treaty of Granada ended nearly eight centuries of Muslim control of the Iberian Peninsula. After the treaty was signed, the Ottoman sultan recalled the fleet of Kemal Reis, ending the raids on Spanish coastal cities. This, in turn, allowed King Ferdinand and Queen Isabella to consider redeploying ships and soldiers formerly needed to defend coastal ports. It is no coincidence, therefore, that in 1492, shortly after the surrender of the last Muslim stronghold in Spain, they finally agreed to support the expedition proposed by Columbus.

A visual search for a date in this paragraph is easy and fast. There is, however, another way to read the paragraph, namely as an explanation of a causal relationship between geopolitical conditions and trans-Atlantic exploration. This requires the kind of “close reading” emphasized in the Common Core State Standards.

This dual view of reading exposes a serious issue with the common core. With its focus on language arts, its treatment of text is rightly expansive, requiring both simple and sophisticated reading. Its description of communication through charts, graphs, and maps, however, is ambiguous. Try to decide whether these statements from the common core’s English/language arts standards describe a simple (just-the-facts) or close reading of maps:

• Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3rd grade)

• Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, ...); and explain how the information contributes to an understanding of the text in which it appears. (4th grade)

• Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (6th-8th grades)

• Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (9th-10th grades)

• Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or...
In addition, the standards say that “historical, scientific, and technical texts” for grades K-5 should include “biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps.”

The bullet points above represent all uses of “map” and “chart” in the common-core English/language arts standards. The persistent ambiguity of the wording leaves the door open for either a restrictive or an expansive view of the process of “reading” maps: Is a map simply a repository of factual information about places, or is it a structured means of communicating ideas about spatial relationships?

In at least some cases, the use of maps in state assessments is not reassuring. Consider these examples from recent New York regents’ exams in 5th grade and 8th grade global history and geography: [Based on the map] Which product is grown in every Central American country except Belize?

(A.) Coffee (B.) Cotton (C.) Bananas (D.) Sugar

According to this map, New York was part of which group of the 13 colonies:

(A.) New England colonies (B.) Middle Atlantic colonies (C.) Southern colonies

What conclusion is supported by the information on this map?

(A.) Russia is dependent on imported oil. (B.) The United States exports little or no oil. (C.) South America exports more oil than Africa. (D.) Most of the oil from the Middle East goes to Japan.

This information is important, but obtaining it is the equivalent of searching a paragraph to find a date. The overwhelming majority of questions in assessments like the one above focus on facts obtained by decoding colors and symbols. The message of a map, however, is not just the meaning and location of individual symbols, but also their spatial relationships—the distances, directions, and topological relationships among features.

The irony is that recent neuroscience research has shed much light on the complexity of information-processing in the human brain. Rather than a single linear path toward “meaning,” the brain appears to have multiple, somewhat independent, and often parallel ways of making sense out of visual and other sensory input. In this view, there is no such thing as “a” spatial “intelligence.” On the contrary, the brains of expert map readers seem to have multiple and somewhat independent ways of analyzing a map—interpreting proximity, enclosure, position in spatial sequences, spatial associations with other features, and spatial analogies with other places. As with any form of expertise, it is often difficult for experts to explain to novices exactly what they do to perceive and organize information from a map. As a result, the process of gaining expertise can be slow and tortuous.

Map reading, however, is not just hard to teach; it is also important. Make a list of major issues in the world today—issues such as unemployment, racial or gender discrimination, deforestation, political polarization, terrorism, or climate change. Each of these issues has causes operating in some places and effects felt in other places, and those places are often connected in ways that demand a sophisticated spatial understanding to comprehend.

Failure to understand the spatial facets of issues leads to the policy nightmare encapsulated in the bumper sticker of the geographically ignorant: “It works for them, where they are, so it ought to work for us, here.” That ignorance can lead to one-size-fits-all policies that are appropriate in some places, but irrelevant or even counterproductive in others. In short, there is citizenship value in helping students learn how to acquire meaning as well as factual information from all modes of communication. The challenge, therefore, is to ensure that assessments developed for the common core actually require “close
reading” of graphs, maps, and diagrams as well as text.

In that context, I suggest that a literal reading of the standards could support a restrictive view of maps and charts as mere repositories of factual information. The first examples of assessments, therefore, will be very important as models, as guides about what should be taught. Will they focus on equipping students to obtain and organize concepts about relationships as well as factual information from a variety of media? Or will schools cripple students by adopting an expansive view of written text as something that requires close reading, while maintaining a restrictive view of graphics as factual storehouses?

Expertise does not necessarily transfer to other domains. Indeed, expertise in text reading can actually make us less able to appreciate (or perhaps even conceive of) the way maps, graphs, and charts can communicate ideas that are difficult to express in words. It would be sad, indeed, if only one kind of expertise would be used to design assessments and determine whether curricular materials align with the common core.

Phil Gersmehl is a visiting research professor with the Michigan Geographic Alliance at Central Michigan University, in Mount Pleasant. He is the author of Teaching Geography, which has a third edition scheduled for publication in 2014, from the Guilford Press. He is also the director or co-director of several international curriculum projects, with partners in Russia, South Korea, Japan, Canada, and Brazil, and funding from the Corporation for Public Broadcasting, the National Science Foundation, the Japan-America Foundation, the Fund for Improvement of Postsecondary Education, NASA, and other sources.
Content Literacy in History/Social Studies 6–12
Post-Assessment

Welcome to the Post-Assessment. During this exercise, you will complete an interactive self-assessment to determine how what you have learned from the Content Literacy in History/Social Studies 6–12 Professional Learning Module.

1. The CA CCSS for ELA/Literacy
   a. Emphasize the need for literacy to be a shared responsibility across all content areas
   b. Includes ten Reading Standards for Literacy in History/Social Studies, 6–12
   c. Includes ten Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, 6–12
   d. Should be taught in conjunction with the History-Social Science Content Standards for California Public Schools to build disciplinary literacy and content knowledge simultaneously
   e. All of the above

2. The CA CCSS for ELA/Literacy call for teaching many of the disciplinary literacy skills also addressed in the CA Historical and Social Sciences Analysis Skills from the History-Social Science Content Standards for California Public Schools.
   a. True
   b. False

3. Primary sources are NOT materials or documents that
   a. Were produced at the time and by the people under study.
   b. Provide evidence on which historians rely to describe and interpret the past.
   c. Were written later to analyze and interpret an event.
   d. Include letters, diaries, newspapers, interviews, and government records.
   e. None of the above

4. All of the following approaches can facilitate close reading in history/social studies EXCEPT
   a. Structuring instruction around a central inquiry-based question
   b. Providing students with questions to relate the topic to their own lives outside of the text
   c. Guiding students to read a text multiple times for origin/context, meaning, argument and evidence, and significance
   d. Providing students with discipline-specific text-dependent questions
   e. Providing appropriate historical context, without giving away the content of the document

5. The skill of corroboration:
   a. Compares evidence from multiple documents on the same topic to come to an interpretation
   b. Focuses on one primary source document closely
   c. Focuses on the time and place a document was created
   d. Is not addressed in the CA CCSS for ELA/Literacy
   e. All of the above
6. Which of the following discipline-specific history/social studies skills are addressed in the CA CCSS Reading Standards for Literacy in History/Social Studies?
   a. Analyzing an author’s point of view or perspective
   b. Analyzing an author’s arguments, evidence, claims, and reasoning
   c. Analyzing a series of events and determining causation
   d. Understanding discipline-specific vocabulary
   e. All of the above

7. Although there are no specific speaking and listening standards for literacy in history/social studies content, these standards can still be addressed effectively in history/social studies instruction and can contribute to developing effective civic discourse.
   a. True
   b. False

8. The texts that students should closely read in geography and economics include:
   a. Maps
   b. Diagrams and other pictures
   c. Charts and graphs
   d. Financial data
   e. All of the above

9. In addition to shared goals, geography and literacy education both focus on which of these outcomes:
   a. Strengthening and building vocabulary
   b. Reinforcement of reading and writing strategies
   c. Practical application of comprehension skills
   d. Supplying nonfiction reading and writing topics
   e. All of the above

10. What is one of the great challenges for English learners in a History/Social Studies classes?
    a. Watching videos that describe the content being studied
    b. Talking with peers in their home language about the topic
    c. Comprehending and analyzing primary and secondary sources
    d. Working in groups on tasks that require discussion and deeper understanding
    e. Close reading of shorter excerpts of complex text