# Literacy in History/Social Studies Common Core State Standards Disaggregated Template

| Strand: | Reading for Literacy in History/Social Studies | Anchor Standard: | Key Ideas and Details | Grade level: | 11-12 |
|---|---|---|---|---|---|

| Number Sequence and Standard | Correlating ELA Standard |
|---|---|
| 11-12.RH.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. | 11-12.R.I.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. |

| Student Friendly Language |
|---|
| I can read non-fiction documents which are writings that provide information (non-fiction).<br>I can read a document that was written at the time of an event by someone who was present (primary sources).<br>I can read text that relates or discusses information from original documents (secondary sources).<br>I can break apart a text, or topic within a text, to make it easier to understand (analysis).<br>I can find specific information within a text to prove that I understand an original document (text evidence- primary sources).<br>I can find specific information within a text to prove that I understand the information in secondary sources (text evidence) |

| Know (Factual) | Understand (Conceptual) Students will understand that: | Do (Procedural, Application, Extended Thinking) |
|---|---|---|
| - Informational text (historical, expository/technical texts)<br>- How to cite specific textual evidence (e.g., offer proof from primary and secondary sources)<br>- Features that reflect the reliability of a source (e.g., date, origin of information)<br>- How to analyze (e.g., bias, credibility, point of view, perspective)<br>- Audience<br>- Purpose<br>- Primary sources (including strengths and limitations)<br>- Secondary sources (including strengths and limitations) | - Authors of informational text(s) make specific choices about the selection of sources and use of evidence.<br><br>- Good readers/researchers synthesize information from an analysis of sources to gain insights or draw conclusions about text(s) as a whole. | - Recognize features that impact the reliability of a source (e.g., date, origin of information )<br>- Identify/cite and explain information from primary and secondary sources<br>- Identify/cite appropriate text support for inferences<br>- Analyze primary and secondary sources for bias, credibility, point of view, perspective, purpose, date, and origin of information<br>- Synthesize the insights gained from the text to make connections (e.g., text-to-world, event- to- event)<br>- 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<br>- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |

| **Key Vocabulary:``** |
| --- |
| analysis, textual evidence, explicit, primary source, secondary source |
| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?  Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? |
| Students need to be able to value evidence in support of text.  Problem-solvers in any profession need to make accurate inferences about text including evaluations, contracts, diagnostic reports, and other informational processes and procedures. |

# Literacy in History/Social Studies Common Core State Standards Disaggregated Template

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|---|---|---|---|---|---|

| Number Sequence & Standard | Correlating ELA Standard |
|---|---|
| 11-12.RH.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. | 11-12.RI.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. |

**Student Friendly Language:**

I can read non-fiction documents which are writings that provide information (non-fiction).
I can read a document that was written at the time of an event by someone who was present (primary sources).
I can read text that relates or discusses information from original documents (secondary sources).
I can determine (figure out) the central idea (theme or main point of a document) and give facts and main points that helped me figure out the central idea.
I can use my own words to write the main points and details of a text, leaving out my opinions.
I can use my own words to write how events and ideas within a text develop throughout the text.
I can analyze a primary or secondary resource and determine how an author's use of information
I can explain how the main ideas work together and affect each other.

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|---|---|---|
| - Informational text (historical, expository/technical texts)<br>- Primary source(s)<br>- Secondary source(s)<br>- Central/main idea<br>- Key events/details<br>- Prior/background knowledge<br>- Difference between central/main ideas and key details/events in an informational text<br>- Patterns of organization(e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)<br>- Different purposes for graphic organizers, based on structure of text<br>- Difference between central/ main ideas and key details in an informational text<br>-Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts | - Authors select organizational patterns and support to convey their central idea(s).<br><br>- Good readers/researchers use information from primary and secondary sources in informational text(s) to identify the central idea(s).<br><br>- Good readers/researchers develop accurate summaries that capture the central ideas of informational text and exclude personal opinions or judgments. | - Determine the central idea of an informational text<br>- Recognize how ideas are organized in an informational text<br>- Identify primary sources<br>- Identify secondary sources<br>- Describe or graphically represent the relationship between central ideas and details/events<br>- Explain how the central ideas are supported by key details<br>- Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments<br>- 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.<br>- Analyze the development of central ideas in a text<br>- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

| Key Vocabulary: |
| --- |
| summary, central idea, primary source, secondary source |
| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?  Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? |
| In order to be an informed citizen, you need to identify main ideas in other informational texts. ex. newspapers, magazine articles, technical manuals, directions.<br><br>In order to be an informed citizen, you need to identify the objectivity of the author and the purpose for creating the informational text. ex. letters to the editor, news articles (especially during election years), electronic communication. |

# Literacy in History/Social Studies Common Core State Standards Disaggregated Template

| Strand: | Reading for Literacy in History/Social Studies | Anchor Standard: | Key Ideas and Details | Grade level: | 11-12 |
|---|---|---|---|---|---|

| Number Sequence & Standard | Correlating ELA Standard |
|---|---|
| 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. | 11-12.RI.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. |

| Student Friendly Language: |
|---|
| I can identify actions or events and their explanations in a text.<br>I can evaluate explanations for actions or events and determine which explanation best agrees with textual evidence.<br>I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions).<br>I can explain how an event in the text relates to other events. |

| Know<br>(Factual) | Understand<br>(Conceptual)<br>The students will understand that: | Do<br>(Procedural, Application, Extended Thinking) |
|---|---|---|
| - Informational text (historical, expository/technical texts)<br>- How to evaluate effectively<br>- Author's perspective and beliefs<br>- Textual evidence<br>- The connection between the author's purpose and what is included in the text<br>- Words that assist analysis and explanation (e.g., because, then, as a consequence, in contrast) of informational text(s) | - Authors select sources and evidence to support their explanations for actions or events.<br><br>- Authors control information and their message through their choices of how information is presented and develops.<br><br>- Good readers/researchers recognize and evaluate various interpretations of the same event. | - Differentiate between fact and interpretation<br>- Identify the author's perspective and beliefs<br>- Connect the author's purpose and what is included/excluded from the text<br>- Identify which actions and events can be explained given the limitations of available source material<br>- Evaluate various interpretations for actions or events<br>Analyze how and why individuals, events, or ideas develop and interact over the course of a text<br>- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain |

| **Key Vocabulary:** |
|---|
| evaluate, textual evidence, interpretations |
| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?  Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? |
| Individuals and ideas change over time in the political arena, so in order to be a good citizen, one needs to understand why those changes occur. Reading for key ideas and details is important to understand magazine and newspaper articles, as well as instructions on how to build or make something.  Being able to follow the sequence of events is important when reading biographies, autobiographies, and memoirs, as well as anything related to history. |

# Literacy in History/Social Studies Common Core State Standards Disaggregated Template

| Strand: | Reading for Literacy in History/Social Studies | Anchor Standard: | Craft and Structure | Grade level: | 11-12 |
|---------|------------------------------------------------|------------------|---------------------|--------------|-------|

| Number Sequence & Standard | Correlating ELA Standard |
|----------------------------|--------------------------|
| 11-12.RH.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). | 11-12.RI.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) |

## Student Friendly Language:

I can determine literal and implied meaning of words and phrases as they are used in an informational text.
I can use context clues to determine the connotative, technical, or emotional meaning of a word or phrase chosen by the author.
I can determine the literal meaning of a word or phrase as used in an informational text.
I can analyze the author's word choice to determine his/her underlying meaning.
I can analyze how a key term or terms are used and refined over the course of a text.

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|----------------|-------------------------------------------------------------|--------------------------------------------------|
| Informational text (historical, expository / technical text)

Authors refine meanings of key terms in their writing.

Context clues.

How to analyze

Domain specific vocabulary

Word/language choices

Literal/Denotative meaning

Technical meaning

Analysis of emotional, connotative, and technical word meanings adds to reader understanding of text. | Words have different levels of meaning.

Authors make purposeful word choices to achieve an intended effect within informational text(s).

Authors of informational text(s) use domain- specific vocabulary to clarify concepts.

Good readers/researchers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). | Determine meanings of words and phrases using context clues.

Analyze the author's purpose through the word choice.

Trace and interpret the use of a term throughout the text.

Interpret relevant cultural perceptions.

Read and reread other sentences, paragraphs, and non-linguistic images in an informational text to identify context clues that can be used to determine the meaning of unknown words.

Identify, determine the meaning of, and use domain-specific terms.

Identify how the author's use of connotative, technical, or emotional words enhanced the comprehension of the text.

Trace how an author uses and refines the meaning of key words and concepts over the course of a text.

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. |

| Key Vocabulary: |
| --- |
| connotation          technical meaning<br>analyze             interpret<br>trace                identify<br>content specific vocabulary |

| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?  Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? |
| --- |
| Throughout life, students will read a variety of online and printed texts including newspapers, magazines, documents/manuals, creative literary pieces, and textbooks.<br><br>Understanding an author's language will allow students to recognize underlying intentions or biases of a writer in printed text as well as social media. |

# Literacy in History/Social Studies Common Core State Standards Disaggregated Template

| Strand: | Reading for Literacy in History/Social Studies | Anchor Standard: | Craft and Structure | Grade level: | 11-12 |
|---|---|---|---|---|---|

| Number Sequence & Standard | Correlating ELA Standard |
|---|---|
| 11-12.RH.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. | 11-12.RI.5 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. |

| Student Friendly Language: |
|---|
| I can identify the structure of a piece of writing. |

I can identify the structure of a piece of writing.
I can tell the difference between expository and persuasive writing.
I can critique how well an author organizes his/her ideas.
I can critique how an author uses details and examples to convince me that his/her ideas are reliable, believable, and interesting.
I can tell if the way an author organizes his/her writing makes sense.
I can support my evaluation of the effectiveness of the author's organization with specific examples from the text.
I can assess the validity of an author's supporting points.

| Know (Factual) | Understand (Conceptual) Students will understand that: | Do (Procedural, Application, Extended Thinking) |
|---|---|---|
| How to analyze<br><br>Various text features (e.g., captions, maps, information from charts and graphs, illustrations)<br><br>Various text structures<br><br>Relationships between parts of text (e.g., key sentences, paragraphs and whole text)<br>Structure of author's exposition or argument impacts effectiveness of text.<br><br>Types of evidence/supporting details (factual, logical, statistical, anecdotal) impact effectiveness of text.<br><br>Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution) | The choices the author makes during the writing process can determine or affect how a reader interprets the meaning of the text, or how a reader engages with the text.<br><br>All effective writing has a purposeful organizational structure.<br><br>Authors' choices of structures, features, etc. control the central idea and the readers' perceptions.<br><br>Good readers/researchers use their knowledge of organizational patterns, structures, and features to make meaning of informational text(s). | Identify text features.<br><br>Identify complex primary sources.<br><br>Identify how a complex primary source is structured.<br><br>Analyze patterns of organization in informative/technical texts to make meaning of text.<br><br>Analyze the unique features of various informative texts to enhance understanding of the text.<br><br>Make connections between author's choice of the organizational pattern of an informational text and the text's purpose and central idea.<br><br>Explain how organizational structure and/or features enhance text's purpose and central idea.<br><br>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.<br><br>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.<br><br>Describe 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.<br>Describe how a text presents information. |

| **Key Vocabulary:** |
| --- |

analyze
evaluate
structure
evidence/supporting details
clarity
expository structures
persuasive structures
unity
validity
voice
coherence

| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?  Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? |
| --- |

Students can use these skills to evaluate the effectiveness of political flyers, posters, etc.

Students can use these skills to shape and improve their own arguments.

Students can use these skills for writing college entrance essays, scholarship essays, etc.

Students can understand more complex texts when they can identify structure: anything from reading and comprehending a newspaper, a technical manual, to a job application, etc.

In order to differentiate between biased and objective arguments, students need to understand more than one style of organization.

By evaluating expository and argumentative mentor texts in a school setting, students will be better able to shape and clarify their own arguments- whether formal or informal, written or oral, and they will be better able to evaluate oral and written texts that they encounter in the real world and in the media.

# Literacy in History/Social Studies Common Core State Standards Disaggregated Template

| Strand: | Reading for Literacy in History/Social Studies | Anchor Standard: | Craft and Structure | Grade level: | 11-12 |
|---|---|---|---|---|---|

| Number Sequence & Standard | Correlating ELA Standard |
|---|---|
| 11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. | 11-12.R.I.6 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. |

| Student Friendly Language: |
|---|

I can determine point of view of two or more authors on the same historical event.
I can evaluate the truth of the claims made by the author in an argument.
I can evaluate the contexts (historical, social, political, cultural) in which an argument is presented.
I can evaluate the organization of the argument.
I can evaluate the evidence used to support the main argument.
I can determine the point of view of two or more authors on the same historical event.
I can assess the claims, reasoning, and evidence authors use to support their points of view.
I can evaluate authors' differing points of view on the same historical event or issue.

| Know<br>(Factual) | Understand<br>(Conceptual)<br>The students will understand that... | Do<br>(Procedural, Application, Extended Thinking) |
|---|---|---|
| Informational text (both literary nonfiction and expository/technical texts)<br><br>How to evaluate<br>Author's claims, reasoning, evidence<br><br>Characteristics of an analysis<br> Author's purposes (to inform, to persuade, to explain how) for writing a text<br><br>Point of view (e.g., first person, third person, limited, omniscient)<br><br>Author's viewpoint/focus/attitude/bias<br>Author's perspective (background)<br><br>Author's strategies for developing viewpoint and purpose (e.g., author's choices about when and how to develop information; what information to include or exclude)<br><br>Conflicting evidence or viewpoints<br><br>Responses to opposing viewpoints (e.g., acknowledge, concede, rebut) | An author deliberately chooses a point of view from which to relate his message<br><br>An author's choice of point of view influences the tone of the message<br><br>An author's purpose influences the style with which a message is told<br><br>An author uses persuasive techniques to build an argument<br><br>An author's choice of medium influences the reader's perception of an argument (i.e., musical background, pictures or photographs).<br><br>Authors use distinctive language (e.g., rhetorical devices) to influence the audience and/or create an effect that will enhance purpose.<br><br> Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice)<br><br>Good readers/researchers analyze informational text(s) to better understand and evaluate the author's viewpoint/attitude and purpose. | Explain how  point of view influences the main argument (claim)<br><br>Analyze the author's overall purpose (to inform, to persuade, to explain how) for writing a text<br><br>Analyze how the author's choices reflect his/her viewpoint, focus, attitude, position or bias<br><br> Analyze how point of view, viewpoint, purpose and perspective affect and informational text (controls the message/information)<br><br>Evaluate how the organization of the argument influences the audience<br><br>Evaluate how the medium of the argument (visual effects, auditory effects, language, genre) influences the audience<br><br>Judge the effectiveness of the sources evidence used to support the argument<br><br>Assess how the viewpoint or purpose shapes the content and style of a text<br><br>Assess the author's claims, reasons, and evidence<br><br>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence |

| Key Vocabulary: |
| --- |
| rhetoric<br>argument<br>tone<br>diction<br>figurative language<br>imagery<br>pathos<br>ethos<br>logos<br>first person point of view<br>third person (limited, objective, omniscient) point of view<br>media<br>context<br>perspective<br>authority<br>audience<br>genre<br>claim<br>evidence |
| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?  Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? |
| Educated citizens often read editorials to gain perspective on controversial issues.  A good reader is able to identify techniques being used by the author to manipulate and persuade.  In making choices, for example, purchasing a vehicle or voting for a candidate in a local or national election, good readers also need to sort emotional from factual information in order to make good choices. |

# Literacy in History/Social Studies Common Core State Standards Disaggregated Template

| Strand: | Reading for Literacy in History/Social Studies | Anchor Standard: | Integration of Knowledge and Ideas | Grade level: | 11-12 |
|---------|------|------|------|------|------|

| Number Sequence & Standard | Correlating ELA Standard |
|---|---|
| 11-12.RH.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. | 11-12.RI.7 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. |

| Student Friendly Language: |
|---|
| I can use multimedia to enhance problem solving and answer questions.<br>I can use different forms of information to solve problems and to answer questions.<br>I can evaluate the credibility of different sources.<br>I can investigate a topic or problem using different sources or media formats.<br>I can identify multiple sources of information presented in different media or format that are reliable and relevant to assist me in addressing a question or solving a problem.<br>I can evaluate information I have gathered and determine its effectiveness in addressing a question or solving a problem.<br>I can integrate effective information I have gathered to answer a question or solve a problem.<br>I can integrate and evaluate multiple sources of information presented in diverse formats and media in order to answer a question or solve a problem.<br>I can evaluate which details/information from different sources can be used effectively to address questions or solve problems. |

| Know<br>(Factual) | Understand<br>(Conceptual)<br>The students will understand that: | Do<br>(Procedural, Application, Extended Thinking) |
|---|---|---|
| Integrate multiple sources<br><br>Evaluate multiple sources<br><br>Media or other formats provide information<br><br>Credibility of sources<br><br>Relevant information<br><br>Irrelevant information<br><br>Quantitative<br><br>Problem solving process | Different mediums can produce different accounts of the same event.<br><br>Various accounts of the same event should be examined for the most effective answer to a question.<br><br>Different accounts of the same event may be subjective.<br><br>In order to answer a question or solve a problem objectively, they must consult various sources.<br><br>Relevant and irrelevant information is often presented within the same account.<br><br>Good readers' and viewers' make choices about the most efficient way to integrate and evaluate information.<br><br>Good readers' and viewers' access and evaluate information from a variety of text/media sources to answer questions and solve problems.<br><br>Creators and presenters of written and visual text choose media forms and formats to convey a specific message to audience | Compare different accounts of the same event.<br><br>Integrate information from a variety of media.<br><br>Evaluate the effectiveness of sources to solve problems.<br><br>Evaluate the effectiveness of sources needed to answer questions<br><br>Identify sources of information that are reliable and relevant to address a question or solve a problem<br><br>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to answer a question or solve a problem<br><br>Evaluate which details/information from different sources can be used effectively to address questions or solve problems |

| **Key Vocabulary:** |
|---|
| quantitatively<br>credibility of sources |
| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?  Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? |
| It is important in today's world to be able to understand the various points of view used by authors of all types.<br>In order to make good life decisions, (for example, what to do after high school), it is important to look at information from several different sources and perspectives; and be able to organize the information in a way that ensures you come to the best conclusion.<br>Finding and evaluating multiple sources of information could also be important in the workplace when it is necessary to create bids or proposals. |

# Literacy in History/Social Studies Common Core State Standards  Disaggregated Template

| Strand: | Reading for Literacy in History/Social Studies | Anchor Standard: | Integration of Knowledge and Ideas | Grade level: | 11-12 |
|---|---|---|---|---|---|

| Number Sequence & Standard | Correlating ELA Standard |
|---|---|
| 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. | 11-12.RI.8 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 argument in works of public advocacy (e.g., The Federalist, presidential addresses). |

## Student Friendly Language:

I can describe how a primary source presents information differently than a secondary source.
I can analyze seminal U.S. texts (Declaration of Independence, Bill of Rights, Preamble to the Constitution, presidential addresses)
I can question whether or not evidence offered proves an author's primary point
I can identify premises as well as false statements and valid claims
I can dissect and make sense of claims, reasons, and arguments in texts that argue for public advocacy (the rights of people)
I can note discrepancies (differences) in how multiple primary and secondary sources treat the same topic.
I can integrate information gathered from multiple sources into a coherent understanding of an idea or event.
I can either support or challenge the claims of an author intelligently.(using evidence from the text)

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|---|---|---|
| Public advocacy<br><br>Constitutional principles<br><br>Elements of legal reasoning<br><br>Argument—pathos, ethos or logos-based<br><br>Valid vs. invalid claims<br><br>Fallacious reasoning (propaganda, bandwagon, red herring, appeal to authority) | A variety of logical arguments can arrive at different and possibly conflicting conclusions on the same topic.<br><br>Authors hold implicit/explicit assumptions and beliefs about subject.<br><br>Authors can use invalid reasoning, irrelevant evidence, and false statements to support their arguments and claims to promote their ideas or agenda.<br><br>An author's reasoning can be evaluated by analyzing the manipulation of language, as well as the quality, credibility, relevance and validity of evidence. | Identify and explain constitutional principles (e. g., inalienable rights) in historically significant text (e. g., Treaties with Indian Tribes or speeches such as "Ain't I a Woman?" by Sojourner Truth wherein she cites her opponent's argument comprised of claims based on invalid reasoning).<br><br>Evaluate arguments in seminal texts (how they uphold ideas present in the Constitution or values expressed in U.S. laws and rights).<br><br>Evaluate reasoning (inductive or deductive argument).<br><br>Compare historically significant documents (e.g., King's "Letter from a Birmingham Jail" and Thoreau's "Civil Disobedience," exploring similar ideas with the writings.<br><br>Support or challenge arguments/ideas effectively |

| Key Vocabulary: |
|---|
| premise<br>seminal documents<br>fallacious<br>delineate<br>dissect |
| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?  Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? |
| *I have to learn this because* analyzing historically significant documents, (rather than simply accepting or rejecting what is presented without thought) is critical to participation in a democratic society.<br>Evaluation of seminal documents has both historical and literary significance; it promotes reasoned judgment about important human matters. Evaluation requires the ability to understand the context of a piece and provides opportunities to deliberate, judge, and to reflect on the causes of historical events, as well as their significance. Perhaps most important, one can reflect on the impact of the past on the present. **If ever on trial, serving on a jury, or helping civil groups expand their freedoms, evaluating these texts will play a crucial role in the overall effectiveness of the experience.**<br><br>I need to be able to recognize when an authors/speakers argument is using faulty logic or propaganda so that I can challenge the argument effectively with facts and logic. |

# Literacy in History/Social Studies Common Core State Standards Disaggregated Template

| Strand: | Reading for Literacy in History/Social Studies | Anchor Standard: | Integration of Knowledge and Ideas | Grade level: | 11-12 |
|---|---|---|---|---|---|

| Number Sequence & Standard | Correlating ELA Standard |
|---|---|
| 11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | 11-12.RI.9 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. |

| Student Friendly Language: |
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| I can read and explain 17th, 18th, and 19th century U.S. historical and significant documents.<br><br>I can identify and explain the main message of documents, such as the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.<br><br>I can identify and explain the author's purpose(s) in documents, such as the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.<br><br>I can identify and explain the rhetorical features in documents.<br><br>I can pull information from many/diverse historical sources and create meaning, including the differences in accounts. |

| Know<br>(Factual) | Understand<br>(Conceptual)<br>The students will understand that: | Do<br>(Procedural, Application, Extended Thinking) |
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| ● Rhetorical features (the purpose of a text and its author's awareness of writing for an audience.)<br>　○ Persuasive intent (the purpose of the audio "essay" i.e., to analyze, to interpret, to persuade, etc.)<br>　○ Informational value (the meaning or message it is attempting to convey or teach us)<br>　○ Entertainment value (how the author attempts to interest or connect with the audience)<br>● Theme<br>● Purpose | What the author(s) intended when creating a selected historical document and/or literature.<br><br>The main message needs to be identified and explained in historical documents.<br><br>The author's purpose needs to be to identified and explained in historical texts.<br><br>Reading/understanding multiple sources with differing viewpoints can help us better understand our history. | Read and explain 17th, 18th, and 19th century documents.<br><br>Analyze themes and purpose of historical literature. Evaluate the document's purpose and impact on history<br><br>Analyze the effect of rhetorical features on U.S. documents..<br><br>Integrate information from diverse sources, both primary and secondary, into a coherent understanding/conclusion/ explanation  of an idea or event, noting discrepancies among sources |

| Key Vocabulary/Concepts: "Things the teacher should know" | | |
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| 17th, 18th, and 19th century literary pieces | author's purpose | rhetorical devices |

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

Historical documents and literature influence the social structure of the people and the ever-changing impact of politics in our city, state, country, and global communities, which are becoming more and more interconnected as technology evolves. It is important as people look to documents such as the Bill of Rights and how that affects their inalienable rights.

Being able to look at a variety of historical documents, distinguish the differences and consider the factors that influenced their purposes is important. Making connections from these documents and their relevance to our current world can influence how we progress locally, regionally, nationally and globally.