



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**



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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 of the 21st century in a coherent, integrated manner that will be meaningful and relevant? This resource guide is an attempt to provide educators with practices to achieve this goal by providing civic education approaches to meet the Common Core State Standards for English Language Arts. *But the question begs, why is civic education so important?*

Preparing All Students for College, Career and Citizenship: The Role of Civic Education

In today’s education reform discussions we hear much at the national level about the need to prepare students for college and career. While it is vitally important to our nation’s future that every student be prepared to succeed in higher education and in the workforce, it is vital to the health and future of our democracy that our schools also prepare students for a lifetime of

knowledgeable, engaged, and active citizenship.⁵ All teachers in all subject areas can work toward preparing students to become effective citizens. Research proves that high-quality civic education is the one common educational experience that helps all students acquire the knowledge, skills and dispositions to become competent and responsible 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

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

**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.

**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, civically 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

<p>The NCSS Themes of Social Studies</p> <ul style="list-style-type: none"> • 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 	<p>The <i>Ten Themes</i> described in the NCSS Standards represent a way of organizing knowledge about the human experience in the world. The NCSS <i>Learning Expectations</i>, at early, middle, and high school levels, describe democratic dispositions/purposes, knowledge, and intellectual processes that students should exhibit in student products. The <i>Essential Social Studies Skills and Strategies</i> represent the abilities involved in the thinking, reasoning, researching, and understanding that learners engage in as they encounter new concepts, principles and issues. Student <i>Products</i> describe what and how students will demonstrate acquired learnings and provide teachers with a vehicle to assess student achievement. <i>Snapshots of Practice</i> provide educators with images of how the standards might look when enacted in classrooms. More information can be found at www.socialstudies.org.</p>
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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:

<p>Grades K-2 Building a Foundation for Civic Literacy</p> <ul style="list-style-type: none"> • Rules and Laws in Our World • Foundations of Democracy and America’s Founding Fathers <p>Grades 3-5 Our American Democracy</p> <ul style="list-style-type: none"> • The Role of Government • Structure, Function, and Responsibility of a Representative Government 	<p>Grades 6-8 The Historic Road to Civic Literacy: Lessons of the Past to Inform Civic Action Today</p> <ul style="list-style-type: none"> • The Rise of Democratic Ideals <ul style="list-style-type: none"> • Ancient Civilizations: Up to 500 A.D. • World History 500–1789 A.D. • United States History • Connections From the Past—Civic Action for Today <p>Grades 9-12 Civil Liberties and the Common Good in a Constitutional Democracy</p> <ul style="list-style-type: none"> • Foundation of Civil Liberties • Civil Liberties in the 20th Century Redefined • Connections From the Past—Civic Action for Today
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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.

Civic Education Connections to Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, Grades K-2

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.

Civic Education Connections:

1. Conduct a discussion about rules at home and at school.
 - Why are they important?
 - What happens when they are not followed?
2. Select a book with a storyline about rules and laws either to read aloud to the class or for students to read independently.
3. Ask students to recall key details in the text, summarize the story, identify the characters, setting, major events and what occurred to the main characters when rules were not followed.

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

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.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Craft and Structure		
<ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. <u>(See grade K Language Standards 4-6 for additional expectations.)</u> 5. Recognize common types of texts (e.g., storybooks, poems, <u>fantasy, realistic text</u>). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <u>(See grade 1 Language Standards 4-6 for additional expectations.)</u> 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. 6. Identify who is telling the story at various points in a text. 	<ol style="list-style-type: none"> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <u>(See grade 2 Language Standards 4-6 for additional expectations.)</u> 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
<ol style="list-style-type: none"> 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). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 	<ol style="list-style-type: none"> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories. 	<ol style="list-style-type: none"> 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
<ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding. <ol style="list-style-type: none"> a. <u>Activate prior knowledge related to the information and events in texts.</u> b. <u>Use illustrations and context to make predictions about text.</u> 	<ol style="list-style-type: none"> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. <ol style="list-style-type: none"> a. <u>Activate prior knowledge related to the information and events in a text.</u> b. <u>Confirm predictions about what will happen next in a text.</u> 	<ol style="list-style-type: none"> 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.

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?
 - What was the order of events?
 - Why did he do the things he did?
 - What did he believe?
 - 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?

Reading Standards for Informational Text K-2		
Kindergartners:	Grade 1 Students:	Grade 2 Students:
Key Ideas and Details		
<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Craft and Structure		
<ul style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text. <u>(See grade K Language Standards 4-6 for additional expectations.)</u> 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 	<ul style="list-style-type: none"> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>(See grade 1 Language Standards 4-6 for additional expectations.)</u> 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<ul style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <u>(See grade 2 Language Standards 4-6 for additional expectations.)</u> 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. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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?

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Integration of Knowledge and Ideas		
<p>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).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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).</p>	<p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points presented by two texts on the same topic.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>

Civic Education Connections:

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

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Range of Reading and Level of Text Complexity		
<p>10. Actively engage in group reading activities with purpose and understanding.</p> <p>a. <u>Activate prior knowledge related to the information and events in a text.</u></p> <p>b. <u>Confirm predictions about what will happen next in a text.</u></p>	<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>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.</p> <p>a. <u>Activate prior knowledge related to the information and events in texts.</u></p> <p>b. <u>Use illustrations and context to make predictions about text.</u></p>

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.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Text Types and Purposes		
<ol style="list-style-type: none"> 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...). 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. 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. 	<ol style="list-style-type: none"> 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. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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. 	<ol style="list-style-type: none"> 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. 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. 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.

Civic Education Connections:

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.
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.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Production and Distribution of Writing		
4. (Begins in grade 2) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	4. (Begins in grade 2) 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	4. <u>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.)</u> 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research and Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	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). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 2)	10. (Begins in grade 2)	10. <u>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.</u>

Rules and Laws in Our World

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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.

Speaking and Listening 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.*

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Comprehension and Collaboration		
<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 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. <ol style="list-style-type: none"> a. Understand and follow one- and two-step oral directions. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <ol style="list-style-type: none"> a. Give, restate, and follow simple two-step directions. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <ol style="list-style-type: none"> a. Give and follow three- and four-step oral directions. 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.

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).

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Presentation of Knowledge and Ideas		
<ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. 	<ol style="list-style-type: none"> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ol style="list-style-type: none"> a. <u>Memorize and recite poems, rhymes, and songs with expression.</u> 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 for specific expectations.) 	<ol style="list-style-type: none"> 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <ol style="list-style-type: none"> a. <u>Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</u> 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. 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.)

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. 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.*)

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.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Vocabulary Acquisition and Use		
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. 	1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 	1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. <ol style="list-style-type: none"> 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 prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.

Civic Education Connections to Common Core Standards – Grades K-2

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Vocabulary Acquisition and Use (Cont.)		
<p>2. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>2. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>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>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>2. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>

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. <i>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.</i>		
Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Key Ideas and Details		
<ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. 	<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 	<ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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.

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?
- 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?

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Key Ideas and Details (Cont.)		
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>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).</p>	<p>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).</p>
Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <u>(See grade 3 Language Standards 4-6 additional expectations.)</u></p> <p>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.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>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). <u>(See grade 4 Language Standards 4-6 for additional expectations.)</u></p> <p>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.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <u>(See grade 5 Language Standards 4-6 for additional expectations.)</u></p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>6. Describe how a narrator's or speaker's point of view influences how events are described.</p>

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.

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Integration of Knowledge and Ideas		
<p>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).</p> <p>8. (Not applicable to literature)</p> <p>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).</p>	<p>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.</p> <p>8. (Not applicable to literature)</p> <p>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.</p>	<p>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, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
Range of Reading and Level of Text Complexity		
<p>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.</p>	<p>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.</p>	<p>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.</p>

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.

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).
5. Describe, compare and contrast the text features of the Preamble and the Bill of Rights.
6. By reviewing and analyzing the historical events that led to the writing of the Preamble and the Bill of Rights, determine the authors' point of view and rationale for writing these documents. Compare their point of view with yours – how is it the same and/or different?

Reading Standards for Informational Text 3-5		
Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Key Ideas and Details		
<ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 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. 	<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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. 	<ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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.
Craft and Structure		
<ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4-6 for additional expectations.) 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text. 	<ol style="list-style-type: none"> 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.) 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. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 	<ol style="list-style-type: none"> 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.) 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. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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?

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Integration of Knowledge and Ideas		
<ol style="list-style-type: none"> 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). 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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.
Range of Reading and Level of Text Complexity		
<p>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.</p>	<p>10. By the end of 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.</p>	<p>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.</p>

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. 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.

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.

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. 	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.

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.

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Text Types and Purposes (Cont.)		
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

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.

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Production and Distribution of Writing		
<p>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.)</p> <p>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.)</p> <p>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.</p>	<p>4. Produce clear and coherent writing (including multiple-paragraph texts) 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.)</p> <p>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.)</p> <p>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.</p>	<p>4. Produce clear and coherent writing (including multiple-paragraph texts) 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.)</p> <p>5. With 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 5.)</p> <p>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.</p>

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 role 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.

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Research to Build and Present Knowledge		
<p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>	<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>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”).</p>	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p> <p>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]”).</p>
Range of Writing		
<p>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.</p>	<p>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.</p>	<p>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.</p>

Structure, Function, and Responsibility of a Representative Government

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.*

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>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.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker or media source provides to support particular points.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p>

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.

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Presentation of Knowledge and Ideas		
<p>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.</p> <p>a. <u>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.</u></p> <p>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.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)</p>	<p>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.</p> <p>a. <u>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.</u></p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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. (See grade 4 Language Standards 1 for specific expectations.)</p>	<p>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.</p> <p>a. <u>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.</u></p> <p>b. <u>Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</u></p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)</p>

Structure, Function, and Responsibility of a Representative Government

Language Standards

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.

Civic Education Connections:

- 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*).
- 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*).

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Vocabulary Acquisition and Use		
<ol style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <i>in all content areas</i>. Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). 	<ol style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). 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 <i>and to identify alternate word choices in all content areas</i>. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<ol style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). 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 <i>and to identify alternate word choices in all content areas</i>. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. 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.*).

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Vocabulary Acquisition and Use (Cont.)		
<p>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., <i>After dinner that night we went looking for them.</i>).</p>	<p>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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>

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		
Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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).	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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).	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. 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. 3. Analyze how a text makes connections and distinctions among individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Civic Education Connections:

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?

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Key Ideas and Details (Cont.)		

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.

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Key Ideas and Details (Cont.)		

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?

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <u>(See grade 6 Language Standards 4-6 for additional expectations.)</u></p> <p>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. a. <u>Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u></p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>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. <u>(See grade 7 Language Standards 4-6 for additional expectations.)</u></p> <p>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. a. <u>Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</u></p> <p>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.</p>	<p>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. <u>(See grade 8 Language Standards 4-6 for additional expectations.)</u></p> <p>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. a. <u>Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</u></p> <p>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.</p>

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?

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Integration of Knowledge and Ideas		
<p>7. 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.</p> <p>8. 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.</p> <p>9. 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).</p>	<p>7. 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).</p> <p>8. 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.</p> <p>9. 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.</p>	<p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>8. 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.</p> <p>9. 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.</p>

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?

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Integration of Knowledge and Ideas (Cont.)		
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.

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?

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.

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Text Types and Purposes		
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships between claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

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.

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Text Types and Purposes (Cont.)		
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships between ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships between ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>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.</p> <ol style="list-style-type: none"> 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Text Types and Purposes (Cont.)		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

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.

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Production and Distribution of Writing		
<p>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.)</p> <p>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.)</p> <p>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.</p>	<p>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.)</p> <p>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.)</p> <p>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.</p>	<p>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.)</p> <p>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.)</p> <p>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.</p>

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.

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.

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Research to Build and Present Knowledge		
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”).</p>	<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”).</p>	<p>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.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”).</p>
Range of Writing		
<p>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.</p>	<p>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.</p>	<p>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.</p>

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.

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.*

Grade 6 Students:	Grade 7 Students	Grade 8 Students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>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.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>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.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. <p>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.</p> <ol style="list-style-type: none"> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Comprehension and Collaboration (Cont.)		
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	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.
Presentation of Knowledge and Ideas		
<p>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.</p> <p>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.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>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.)</p>	<p>4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)</p>	<p>4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p>

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.

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.

Reading Standards for Informational Text 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.	
Grade 9-10 Students:	Grade 11-12 Students:
Key Ideas and Details	
<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. 	<ol style="list-style-type: none"> 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. 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. 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.

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?

Grade 9-10 Students:	Grade 11-12 Students:
Key Ideas and Details (Cont.)	

Civic Education Connections:

- Analyze 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.

Grade 9-10 Students:	Grade 11-12 Students:
Craft and Structure	
<p>4. 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). <u>(See grade 9/10 Language Standards 4-6 for additional expectations.)</u></p> <p>5. 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.</p> <p>6. 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.</p>	<p>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 <i>faction</i> in <i>Federalist</i> No. 10). <u>(See grade 11/12 Language Standards 4-6 for additional expectations.)</u></p> <p>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. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</p> <p>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.</p>
Integration of Knowledge and Ideas	
<p>7. 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.</p> <p>8. 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.</p> <p>9. 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.</p>	<p>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.</p> <p>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 arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>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.</p>

Civic Education Connections:

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?*

Grade 9-10 Students:	Grade 11-12 Students:
Integration of Knowledge and Ideas (Cont.)	

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

Grade 9-10 Students:	Grade 11-12 Students:
Integration of Knowledge and Ideas (Cont.)	
Range of Reading and Level of Text Complexity	
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.

Civic Education Connections:

Civil Liberties in the 20th Century Redefined

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 women’s rights movement and the civil rights movement.

- 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 various Supreme Court decisions.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying relevant evidence from individuals and groups that challenged the validity of the women’s rights movement and civil rights movement.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented and challenges readers to become advocates for social justice.

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.

Grade 9-10 Students:

Grade 11-12 Students:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - 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.
 - 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.
 - 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 while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - 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.
 - 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.
 - 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).**
 - 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.
 - 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.
 - f. Provide a concluding statement or section that follows from and supports the argument presented.

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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented and challenges readers to become advocates for social justice.

Grade 9-10 Students:	Grade 11-12 Students:
Text Types and Purposes (Cont.)	
<p>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.</p> <ol style="list-style-type: none"> 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. 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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). 	<p>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.</p> <ol style="list-style-type: none"> 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. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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).

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 9-10 Students:	Grade 11-12 Students:
Text Types and Purposes (Cont.)	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 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.
Production and Distribution of Writing	
<p>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.)</p> <p>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.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>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.)</p> <p>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.)</p> <p>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.</p>

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.

Grade 9-10 Students:	Grade 11-12 Students:
Research to Build and Present Knowledge	
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading Standards</i> 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]”).</p> <p>b. Apply <i>grades 9–10 Reading Standards</i> 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”).</p>	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading Standards</i> 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”).</p> <p>b. Apply <i>grades 11–12 Reading Standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p>
Range of Writing	
<p>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.</p>	<p>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.</p>

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.

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.

Grade 9-10 Students:	Grade 11-12 Students:
Comprehension and Collaboration	
<ol style="list-style-type: none"> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> 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.

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.

Grade 9-10 Students:	Grade 11-12 Students:
Presentation of Knowledge and Ideas	
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically (<u>using appropriate eye contact, adequate volume, and clear pronunciation</u>) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (<u>e.g., argument, narrative, informative response to literature presentations</u>), audience, and task.</p> <p>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.)</p> <p>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.)</p> <p>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.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 for specific expectations.)</p>	<p>4. Present information, findings, and supporting evidence (<u>e.g., reflective, historical investigation, response to literature presentations</u>), 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. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>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.)</p> <p>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.)</p> <p>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.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)</p>

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.

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 and in the process 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.

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.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details		
<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 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. 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). 	<ol style="list-style-type: none"> 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. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 	<ol style="list-style-type: none"> 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. 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. 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

Civic Education Connections:

Analyze historical documents such as *Pericles’s Funeral Oration*, *The Petition of Right* or *The Declaration of Independence*.

- Determine the meaning of words and phrases such as *democracy*, *equal justice to all*, *writ of habeas corpus*, *rights and liberties*, *unalienable rights*, *free and independent states*.
- Identify the authors’ point of view (Pericles, Coke, Jefferson) and give evidence citing specific language or usage of facts.
- Identify examples in the text where the author uses facts, states an opinion, or makes a judgment based on evidence or reason.

Read a description of governmental systems in Ancient Rome and determine the meaning of the words and terms used, including *plebian*, *citizen*, *forum*, *tribune*, *republic*, *empire*, *emperor*, etc.

Read excerpts from primary source documents such as the *Magna Carta*, *Mayflower Compact*, and the *English Bill of Rights* or descriptions of writings of John Locke and Montesquieu. Determine the meaning of such words as *charter*, *liberties*, *consent*, *civil body politic*, *covenant*, *sovereign*, *despotisms*, *state of nature*, *social contract*.

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?*¹³
- *By contemporary standards?*

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Craft and Structure		
<p>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.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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).</p>	<p>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.</p> <p>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>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 <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>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.</p> <p>6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>
Integration of Knowledge and Ideas		
<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>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.</p> <p>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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

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

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Integration of Knowledge and Ideas (Cont.)		
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.

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.

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

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Text Types and Purposes		
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>

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

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.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?

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Text Types and Purposes (Cont.)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> 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., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>3. (See note; not applicable as a separate requirement)</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> 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. 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. 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. 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. 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. 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). <p>3. (See note; not applicable as a separate requirement)</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <p>3. (See note; not applicable as a separate requirement)</p>
<p>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.</p>		

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

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.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Production and Distribution of Writing		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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 flexibly and dynamically.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>
Research to Build and Present Knowledge		
<p>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.</p> <p>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.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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

Civic Education Connections:

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
Range of Writing		
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.	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.	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 arrange of discipline-specific tasks, purposes, and audiences.

Bibliography

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.

Bates, Katherine Lee. *America the Beautiful*. Atheneum, 1993. This book is an illustrated edition of the nineteenth-century poem, later set to music, celebrating the beauty of America.

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

Bryant-Mole, Karen. *Juegos*. Heinemann, 1999. Photographs and simple text in Spanish provide information about different types of games for learning to play by rules and to take turns.

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.

Lang, Robert. *Old Glory: An American Treasure*. Lang Books, 1999. A simple tribute to our nation's flag.

Lionni, Leo. *It's Mine*. Dragonfly, 1996. A fanciful, brightly illustrated fable of three quarrelsome frogs who learn to cooperate and share.

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.

Penner, Lucille Recht. *The Statue of Liberty*. Random House, 1995. The story describes the construction and symbolism of the gift of the Statue of Liberty from France to the United States.

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.

Ryan, Pam Munoz. *The Flag We Love*. Charlesbridge Publishing, 2000. This patriotic picture book provides information about the American flag.

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

Sorensen, Lynda. *Memorial Day*. Rourke Press, Inc., 1994. This book describes Memorial Day and the sacrifices of soldiers and other people who have died for America's freedom.

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

Step toe, John. *Mufaro's Beautiful Daughters: An African Tale*. Lothrop, 1987. Step toe's illustrations distinguish this African folktale about the fate of two sisters—one kind and the other selfish.

Washington, George. *Rules of Civility and Decent Behaviour*. Applewood Books, 1988. A book of one hundred and ten rules on manners and how to treat others in social relations that George Washington copied as a boy as basic rules to follow in his life.

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.

Adventures in Law and History II, "Mr. Madison Needs Some Help." Constitutional Rights Foundation, 1997. Students help James Madison draft a Bill of Rights to include in the U.S. Constitution.

Carter, Alden. *Darkest Hours*. Franklin Watts, 1988. A historical account traces the events that led to the proclamation of American independence.

Colman, Warren. *Carta De Derechos*. Children's Press, 1989. An easily understood Spanish text with photographs describes the U.S. Constitution and Bill of Rights.

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

Farish, Leah. *The First Amendment: Freedom of Speech, Religion, and the Press*. Enslö, 1998. This book discusses the history of the First Amendment guarantees.

Fink, Sam. *The Declaration of Independence*. Scholastic, 2002. This book takes the entire Declaration of Independence and illustrates it by phrase and concept.

Fontes, Ron, and Justine Fontes. *George Washington: Soldier, Hero, President*. DK Publishing, 2001. This biography of Washington in the DK Read Alone Series gives young readers basic information on Washington's life as a child, farmer, general, and president.

Foundations of Democracy: Authority. Upper elementary level. Center for Civic Education, 1997. This book defines and explains through examples the concept of authority.

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.

Fradin, Dennis B. *Voting and Elections*. Children's Press, 1985. This book explains in easy terms what voting means. It tells the history of the first voters and the history of U.S. voting. It describes the voting process in the United States.

Freedman, Russell. *Give Me Liberty: The Story of the Declaration of Independence*. Holiday House, 2002. An illustrated history explores the movement for independence that culminated with the Declaration of Independence. The book is loaded with rich anecdotes and prints.

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.

Fritz, Jean. *Will You Sign Here, John Hancock?* Coward, 1976. This book provides an affectionate look at a flamboyant, egocentric, but kindly American patriot. It presents a most enjoyable view of history.

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.

Giblin, James Cross. *Thomas Jefferson: A Picture Book Biography*. Scholastic, 1994. This picture book biography introduces young readers to Thomas Jefferson, writer, statesman, inventor, educator, architect, author of the Declaration of Independence, and the third president of the United States.

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.

Johnson, Linda Carlson. *Our Constitution*. Millbrook Press, 1994. This book describes the creation of, and surveys the ideas in, the U.S. 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.

Lyons, John H. *Stories of Our American Patriotic Songs*. Vanguard Press, 1989. This book provides background information for many patriotic songs.

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.

Pig Brothers v. A. Wolf. Constitutional Rights Foundation, 2002. Based on the award-winning children's book *The True Story of the Three Little Pigs* by Jon Scieszka, this work provides a complete mock trial simulation.

Quiri, Patricia Ryon. *The Constitution*. Children's Press, 1999. This book discusses the need for a stronger government after the American Revolution, the Constitutional Convention that followed, and the three branches of government that resulted from work of the Convention.

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*.

Rhodehamel, John. *Letters of Liberty: A Documentary History of the U.S. Constitution*. Constitutional Rights Foundation, 1997. An illustrated text explores the history and development of the U.S. Constitution through reproductions of original documents, portraits, maps, and personal letters. Lesson 2 includes a section on the development of state constitutions and how they reflected ideals expressed in the Declaration of Independence. The teacher's guide includes lesson plans, discussion questions, and interactive activities.

Silverman, Jerry. *Songs and Stories of the American Revolution*. Millbrook, 1994. This book includes music and lyrics for many Revolutionary War songs, along with musical and historical background information.

Spier, P. *We the People: The Constitution of the U.S.* Doubleday, 1991. The writing of the Constitution becomes understandable as the author uses historical evidence to bring the story alive for upper elementary students.

Stein, R. Conrad. *The Declaration of Independence* (Cornerstones of Freedom series). Scholastic, 1995. The central focus of the book is on the writing, revising, debating, and adoption of the Declaration. In addition, the book deals directly with the issues of equality and slavery.

"*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.

The United States Senate. Cobblestone Publishing, November 1984. Articles of particular use are "A System of Equal Representation," "How I Got Interested in Politics," "Making a Law," and "How to Write to Your United States Senator."

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.

Working Together: Lessons in Justice. Constitutional Rights Foundation, 1994. Ten lessons recommended for grades 5–9 focus on topics in U.S. history from the American Revolution to civil rights. All ten lessons stress cooperative learning and promote critical thinking.

Grades 6-8

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

American Legacy: The United States Constitution and other Essential Documents of American Democracy. Center for Civic Education, 1997. This pocket-sized booklet includes readable excerpts from the Federalist Papers.

Blaisdell, Thomas C. Jr., et al. *The American Presidency in Political Cartoons: 1776–1976*. Peregrine Smith, Inc., 1976. This series of political cartoons focuses on central issues in presidential administrations from Washington to Ford. Each cartoon is accompanied by a detailed explanation.

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.

City Youth: Ancient History. Constitutional Rights Foundation, 2003. Students visit ancient Greece and Rome. Service-learning opportunities are included.

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.

Collier, Christopher, and James Collier. *Decision in Philadelphia: The Constitutional Convention of 1787*. Ballantine Books, 1987. This well-written story introduces the 55 men at the Constitutional Convention.

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.

"Declaration of Independence and Natural Rights." *Project History*. Constitutional Rights Foundation, 2003. This supplementary text includes product-based readings and activities tied to the California Standards.

Democracy in Action. Arsalyn 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.arsalyn.org.

Dumbeck, Kristina. *Leaders of Women's Suffrage*. Gale Group, 2001. The text profiles the lives and work of important American women who fought for woman suffrage, including Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Alice Paul, and Carrie Chapman Catt.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice, Middle School. Center for Civic Education, 1993. This curriculum, developed for middle school and above, includes 15 short lessons on justice together with a means for evaluating rules and laws.

Foundations of Freedom. Constitutional Rights Foundation, 1991. Chapter 2 provides an overview of some of the major developments of rights in Colonial America, including background information and an activity based on the Peter Zenger trial.

Freedman, Russell. *Give Me Liberty! The Story of the Declaration of Independence*. Holiday House, 2000. Freedman's easy-to-read book, richly illustrated with historical paintings, includes the text of the Declaration and a chronology of events leading to its drafting.

Haynes, Charles. *Living With Our Deepest Differences: Religious Liberty in a Pluralistic Society*. Williamsburg Carter Foundation, 1989. This social studies curriculum is based on primary source documents.

Johnson, Jean Eliot, and Donald Johnson. *Emperor Ashoka of India: What Makes a Ruler Legitimate?* National Center for History in the Schools, 1999. In an era of autocratic monarchies, Asoka [Ashoka] attempted to use moral persuasion rather than force to command his subjects. The five lessons in this teaching unit examine what makes a political leader legitimate and what gives a leader the right to govern.

Meredith, Susan. *The Usborne Book of World Religions*. EDC Publications, 2000. This illustrated book of religions is written for middle school students.

Moewe, Michael. *Everyday Life in Early Imperial China*. Dorset Press, 1988. This book details life during the Han Dynasty.

Nardo, Don (editor). *The Declaration of Independence: A Model for Individual Rights*. Gale Group, 1998. This book discusses the drafting, composition, symbolism, ideas, and influence of the Declaration of Independence.

Patrick, John J. (editor). *The Bill of Rights: A History in Documents*. Oxford University Press, 2002. This collection of documents traces the origins of the Bill of Rights from the Magna Carta and its legal traditions through current controversies. The documents are introduced and placed into context by the editor.

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

Ravitch, Diane (editor). *The American Reader—Words That Moved a Nation*. Harper Perennial, 1991. This collection of American speeches and writings includes Jefferson's first inaugural address and Daniel Webster's speech against nullification and the Seneca Falls Declaration of Sentiments and Resolutions.

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.

The American Album. Constitutional Rights Foundation, 1987. Unit 4 provides readable background information on the Dred Scott case and gives excerpts from Justice Taney's decision.

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.

“What Made Washington a Great Leader.” *City Works*. Constitutional Rights Foundation, 2002. This series of lessons explores Washington’s role in establishing the new government and serving as its first president.

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.

Alonso, Karen. *Korematsu v. United States: Japanese American Internment Camps*. Enslow, 1998. The book profiles the case of Fred Korematsu, who sought compensation from the American government for the time he spent in an internment camp during World War II.

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.

Bahmueller, Charles (editor). *Civitas*. Center for Civic Education, 1991. This framework for civic education includes a short outline of key Enlightenment ideas and historical and contemporary perspectives on religion and public life.

Bartholomew, Paul C., and Joseph F. Menez. *Summaries of Leading Cases on the Constitution*. Rowman & Littlefield, 1990. This resource provides clear and concise summaries of landmark Supreme Court cases.

California Department of Education. *Model Curriculum for Human Rights and Genocide*. California Department of Education, 1987. This teacher’s guide, aligned with the History-Social Science Framework, contains a model for developing lessons on human rights issues and recommended curriculum resources.

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 Diversity. Constitutional Rights Foundation, 1999. This resource has information about the history of American diversity accompanied by teacher support materials. Page 33 describes the SCOPE strategy referenced in the sample classroom applications.

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.

Croddy, Marshall, and Coral Suter. *Of Codes and Crowns*. Constitutional Rights Foundation, 1992. Unit Three, “Blood Feuds: Making Rules Work” traces the development of law in ancient Greece.

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. Arsalyn 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).

Fremont, David K. *The Watergate Scandal*. Enslow, 1997. The author explores the events surrounding the Watergate affair that began with the burglary of the Democratic Party headquarters.

Hall, Kermit L. (editor). *The Oxford Companion to the Supreme Court of the United States*. Oxford University Press, 1992. This desk reference to Supreme Court decisions includes biographical sketches of justices from John Jay to William Rehnquist.

Haynes, Charles, and Oliver Thomas. *Finding Common Ground: A Guide to Religious Liberty in Public Schools*. This guide to the religion clauses of the First Amendment is recommended as a teacher resource.

Immigration Debate. Constitutional Rights Foundation, 2000. This overview of U.S. immigration policy includes interactive lessons on undocumented workers, California Proposition 187, and a moot court simulation.

"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.

Meyers, Madeleine. *Forward Into Light: The Struggle for Woman's Suffrage*. Discovery Enterprises, 1994. A collection of journals, photographs, newspaper articles, poems, songs, essays, and political cartoons highlights the woman's suffrage movement in the United States.

Monroe, Judy. *The Nineteenth Amendment: Women's Right to Vote*. Enslow, 1998. This book traces the history of the women's rights movement in the United States, which culminated in 1920 with the passage of the constitutional amendment giving women the right to vote.

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.

Nixon, Richard M. *Seize the Moment: America's Challenges in a One Superpower World*. Simon & Schuster, 1992. Former President Nixon explores the foreign policy challenges facing the United States.

Orwell, George. *1984*. Knopf, 1992. This classic novel, written in the 1950s, explores a future totalitarian society.

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.

Revel, Jean-Francois. *How Democracies Perish*. Harper & Row, 1985. This provocative book by a celebrated French intellectual explores the threats to democracies in the modern world.

Rhodehamel, John. *Letters of Liberty: A Documentary History of the U.S. Constitution*. Constitutional Rights Foundation, 1987. This collection of documents and commentaries describes the evolutionary development and milestones in the creation of the U.S. Constitution. A teacher guide includes interactive activities.

Rhodehamel, John H., Stephen F. Rohde, and Paul Von Blum. *Foundations of Freedom*. Constitutional Rights Foundation, 1991. The first chapter, "Origins," is a short narrative history of the development of individual rights in English law from the Magna Carta to the Glorious Revolution of 1689.

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.

Rohr, Janelle (editor). *Eastern Europe: Opposing Viewpoints*. Greenhaven Press, 1990. This volume in the Opposing Viewpoints series examines the effects of the revolutions in Eastern Europe and the impact of German reunification.

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.

The Immigration Debate. Constitutional Rights Foundation, 2000. This book contains a history of U.S. immigration policy and the laws that regulate it. The text includes an interactive activity on a modern immigration policy issue.

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

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- ³ Schoenbach, R., Greenleaf, C., Cziko, C., and Hurwitz, L. (1999). *Reading for Understanding*. San Francisco: Jossey-Bass.
- ⁴ Wineburg, S., Martin, D. (2004), pp. 42-45. "Reading and Rewriting History," *Educational Leadership*: ASCD.
- ⁵ *Education for Democracy: A Call to Restore the Civic Mission of Schools* (2010). Campaign for the Civic Mission of Schools, Educating for Democracy.
- ⁶ Torney-Purta, J. & Wilkenfeld, B.S. (2009). *Paths to 21st Century Competencies Through Civic Education Classrooms: an Analysis of Survey Results from Ninth-Graders* (A Technical Assistance Bulletin). Chicago, IL: American Bar Association Division for Public Education.
- ⁷ Charlane Fay Starks, "Connecting Civic Education to Civil Right and Responsibility: A Strategy for Reducing High School Dropout Among African American Students," (2010), via www.csus-dspace.calstate.edu/xmlui/handle/10211.9/512.
- ⁸ Alberto Dávila and Marie Mora, "CIRCLE Working Paper 52: Civic Engagement and High School Academic Progress: an Analysis Using NELS Data" (2007), via www.civicyouth.org/circleworking-paper-52-civic-engagementand-high-school-academic-progress-ananalysis-using-nels-data.
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- ¹⁰ Kidwell, F. L., Branson, M., Croddy, M., and Hale, J., (2008). *Civic Education in California: Policy Recommendations*. Educating for Democracy California Campaign for the Civic Mission of Schools.
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- ¹² National Council for the Social Studies: *National Curriculum Standards for Social Studies. A Framework for Teaching, Learning, and Assessment* (2010). Silver Spring, MD: National Council for the Social Studies.
- ¹³ *Education for Democracy: California Civic Education Scope and Sequence* (2003), p. 125
- ¹⁴ *Ibid.*, p. 141
- ¹⁵ *Ibid.*, p. 161
- ¹⁶ *Ibid.*, p. 195
- ¹⁷ *Ibid.*, p. 211
- ¹⁸ *Ibid.*, p. 145
- ¹⁹ *Ibid.*, p. 161

