



# Arizona's College and Career Ready Standards

## English Language Arts and Literacy in History/Social Studies

---

Explanations and Examples

Grades 11-12

**ARIZONA DEPARTMENT OF EDUCATION**  
**HIGH ACADEMIC STANDARDS FOR STUDENTS**

State Board Approved June 2010

October 2013 Publication



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

---

### Introduction to Reading Standards

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.

The explanations and examples are intended to be used as a guide to provide possible strategies for incorporating the reading and writing standards within a history/social studies classroom; they are not classroom requirements nor do they represent the only approaches to teaching these standards.



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

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

#### Key Ideas and Details

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.RH.1.</b> 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.</p>	<p>This standard requires students to examine the details of a primary (first-hand accounts) or secondary source (second-hand accounts) to support their analysis of the document. Sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc.</p> <p>Textual evidence could include: author’s main point, purpose and perspective, fact versus opinion, differing points of view, credibility and validity of the text. Students might also consider date, bias, intended audience and the possibility of changes due to translation.</p> <p>Students connect details to attain conclusions of the text as a whole.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students read <i>Federalist Paper No. 10</i>, examining Madison’s arguments favoring a representative system of government over a pure democracy including such arguments as those against the power of factionalism in society. <i>SSHS-S1C4-04d</i></li> <li>• Students read a summary of the <a href="#">Kyoto Accords</a> to predict its impact on future policy decisions by the nations which signed it. <i>SSHS-S4C5-03</i></li> </ul>



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

### Key Ideas and Details *continued*

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.RH.2.</b> 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.</p>	<p>The standard requires the identification of primary sources (firsthand accounts) and secondary sources (secondhand accounts) for analysis. Sources include: journals, maps, illustrations, photographs, documentaries, logs, records, etc.</p> <p>Students must identify key ideas and/or events in primary or secondary texts and then provide a summary of how the author develops the key idea. Key ideas could be developed thematically, sequentially, anecdotally, consequentially, procedurally, and/or in order of importance.</p> <p>In addition, students must summarize ideas and details to show their understanding of this relationship and interconnectedness.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will examine the Library of Congress photographic collections to observe the impact of the Great Depression on migrant children and their families. <i>SSHS-S1C8-01 b, c.</i> <ul style="list-style-type: none"> <li>○ <a href="#">Dorothea Lange California Resettlement Photos</a></li> <li>○ <a href="#">Views from the Dust Bowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941</a></li> </ul> </li> <li>• Students keep records for a month of government and corporate reports in order to track these reports' relative influence upon the Dow Jones average. These reports can be found in daily news coverage, e.g., <a href="http://www.bloomberg.com/">http://www.bloomberg.com/</a> <i>SSHS-S5C1-0</i></li> </ul>
<p><b>11-12.RH.3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>The standard asks students to create a chain of causation which can be supported by details from the text. When such a chain cannot be clearly built, students are to acknowledge that causation is not complete and clear.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will connect the Amendments of the US Constitution to the political developments that led to the passage of each. <i>SSHS-S3C4-01</i></li> <li>• Students will analyze editorials from the <i>Wall Street Journal</i> and <i>The New York Times</i> supporting or opposing the monetary policies set by the Federal Reserve Bank. <i>SSHS-S5C3-05; SSHS-S5C3-06</i></li> </ul>



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

### Craft and Structure

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.RH.4.</b> 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>This standard asks students to use a variety of strategies (context clues, linguistic roots and affixes, restatement, examples, contrast, glossary, etc.) to determine the meaning of words and phrases in the text. Historic context of vocabulary may need to be researched.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students use the majority opinions from the Supreme Court cases <i>Plessy v. Ferguson</i> (1896) and <i>Brown v. Board of Education</i> (1954) to examine the term “equal”. <i>SSHS-S1C7-02a; SSHS-S1C2-02c</i></li> <li>• Students describe the functioning of a “free market” including how a market price is determined, how price determines behaviors, and theories of production. <i>SSHS-S5C2-02a-f</i></li> </ul>
<p><b>11-12.RH.5.</b> 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>The standard asks students to evaluate a primary source noting how its structure reinforces its meaning. Students identify the parts of text and how they work together as a whole. They identify thesis statements, supporting details, and conclusions, as well as transition statements. They recognize the power of voice and diction in texts.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will analyze the Declaration of Independence outlining the key grievances against King George III and the steps of remonstrance before the colonists chose revolution as their course of actions. <i>SSHS-S1C4-03d</i></li> <li>• Student will analyze the text of the Seneca Falls Declaration of Sentiments noting how the document builds outrage against the many forms of discrimination against women during the 19<sup>th</sup> century in the US. <i>SSHS-S1C7-02a</i></li> </ul>



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

### Craft and Structure *continued*

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.RH.6.</b> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>	<p>The standard requires students to read with a keen eye for the stated assumptions and unstated inferences which provide insight into the author’s purpose. Students should be able to recognize balance or imbalance, loaded language, details purposefully excluded and the use of excerpted quotes by authors.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will read newspaper accounts of the 1947 Partition of Palestine in a Zionist as well as an Arab account. Zipporah Porath, from her book, <a href="#">“Letters from Jerusalem, 1947-1948.”</a></li> <li>• <a href="#">Speech by Egyptian Delegate, Mahmoud Bey Fawzi to the UN General Assembly</a> (pp.36-38). <i>SSHS-S4C2-04</i></li> <li>• Students read selections from the Lincoln-Douglas Debate at Freeport, IL (August 27, 1858) to distinguish Lincoln’s view of slavery in the territories from that of his opponent Stephen A. Douglas. <i>SSHS-S1C6-01e</i>.</li> </ul>



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

### Integration of Knowledge and Ideas

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.RH.7.</b> 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>The standard requires that students use charts, graphs, and other media along with text to address a question or a problem.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will use <i>Consumer Reports</i>, scientific charts and graphs, to verify reliability of online advertising for a product. <i>SSHS-S5C5-02; ETHS-S5C1-05</i></li> <li>• Students research voter turnout in national elections in the United States and other democracies, to explain voter participation or voter apathy. <i>SSHS-S3C5-01</i></li> </ul>
<p><b>11-12.RH.8.</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>Students should judge if the details in a text are logical or if details reasonably support the author’s claims through the use of corroborating or challenging information. Some criteria for assessing the text include the number of the examples given, the strength of the examples, the credibility of sources used and the accuracy of the text. Students should determine if the details given within the text lead the reader to the same conclusions.</p> <p>This standard requires that students study an author’s writing in comparison with accounts which differ from that author’s account as well as accounts which agree with the author’s interpretation. Students then must decide whether the original author premises were valid or not.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students read two accounts of the Indian Wars during the 19<sup>th</sup> and early 20<sup>th</sup> centuries, one from the view point of the US Cavalry and another from Native Americans. <i>SSHS-S1C7-03a</i></li> <li>• Students use a political cartoon satirizing William Jennings Bryan holding his “Cross of Gold” and a speech or newspaper editorial opposing free silver to decide whether the gold standard was good or bad for Americans as a whole. (Cartoon by Grant Hamilton, printed in "Judge" Magazine, 1896, Image from <i>Coin's Financial School</i> (1894)) <i>SSHS-S1C7-01c</i></li> </ul>



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

### Integration of Knowledge and Ideas *continued*

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



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

**Range of Reading and Level of Text Complexity**

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



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

---

### Introduction to Writing Standards

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

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

<b>Writing Standards for Literacy in History/Social Studies (WHST)</b>	
<b>Text Types and Purposes</b>	
<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.WHST.1</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>This standard requires students to write a persuasive composition which:</p> <ul style="list-style-type: none"> <li>states a claim and counterclaim;</li> <li>presents detailed evidence, examples and reasoning to support effective arguments and emotional appeals;</li> <li>structures ideas; and,</li> <li>acknowledges and refutes opposing arguments.</li> </ul> <p>The persuasive composition should address a topic in US history, civics, or economics.</p> <p>Student writing will use organization, sentence variety, and vocabulary which enhance the presentation of evidence. An effective conclusion to the work will be required.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Students write an essay entitled “The Most Important Piece of New Deal Legislation,” justifying their choice with vivid examples from the 1930s and the history of the US up to today. <i>SSHS-S1C8-01d</i></li> <li>Students write a letter to the editor supporting government incentives for the use of solar energy. <i>SSHS-S4C3-02</i></li> </ul>



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

**Text Types and Purposes** *continued*

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



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

### Text Types and Purposes *continued*

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.WHST.3.</b> (See note; not applicable as a separate requirement)</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>This standard requires students to use narrative accounts (e.g., diaries, stories, folk tales, and lyrics) which they have read in their research in order to present arguments or informative/explanatory text.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students will read selections from Joanna Stratton’s <i>Pioneer Women: Voices from the Kansas Frontier</i> to write about the lives on women on the 19<sup>th</sup> century frontier. <i>SSHS-S1C5-01</i></li> <li>• Students will read personal accounts of the September 11<sup>th</sup> attacks and write an informative essay of the events. <i>SSHS-S1C10-03</i></li> </ul>



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

### Production and Distribution of Writing

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



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

### Research to Build and Present Knowledge

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



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

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

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



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

### Range of Writing

<u>Standards</u> <i>Students are expected to:</i>	<u>Explanations and Examples</u>
<p><b>11-12.WHST.10.</b> 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.</p>	<p>This standard requires students to be given multiple opportunities to write about a wide range of social studies topics of varying lengths (e.g., one paragraph, responses, multiple paragraph essays, and research projects). Long-term research projects should be alternated with shorter writing assignments.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Students write bell-work as an opening activity or reflective journaling as a concluding activity on any topic in a social studies class.</li> <li>• Students write a research paper about a relevant topic over the course of a semester. <i>SSHS-S1C1-04</i></li> </ul>