

The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

Social Studies and Literacy Alignment

Scope and Sequence, Grades
6-12

January 2014

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Purpose of the Scope and Sequence

The English Language Arts Standards for History and Social Studies also provides parents and community members with information about what students should know and be able to do as they progress through our educational program toward graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning. Each standard implies an end of year goal, with the understanding that exceeding the standard is an even more desirable end goal.



Application to Classroom Instruction

The New Hope-Solebury School District honors content area learning. Social studies learning is critical to the development of our world class performers and successful citizens. In addition to content learning, it is critical that students are able to access social studies texts and write widely and deeply using primary and secondary sources as well as new content understandings to demonstrate their positions and thinking. The goal of the social studies and literacy alignment document is to complement content area learning with literacy, not to transform social studies courses into English/language arts classes. To that end, our social studies teachers are best equipped to deliver not only content area information but the literacy standards aligned to their content to our students as well.

Curriculum Connections

This document shall serve as a companion to all social studies curriculum documents for grades six through twelve. District educators shall use this document as a means to integrate social studies learning and literacy application in the curriculum where it is natural and appropriate. As our social studies curriculum evolves, so will the application of literacy instruction embedded into content area instruction.

Creating a Common Language

In order to impact student achievement positively, this alignment document with language from the PA Core Standards shall provide a common language relative to literacy instruction and application of skills. The common language that shall traverse English and social studies courses and keep the demand on students to produce quality work.

Reading Informational Text

Students must read widely and 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, and purposes.

Key Ideas and Details

Citing Textual Evidence

Grades 6-8	Cite specific textual evidence to support analysis of primary and secondary sources.
Grades 9-10	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Grades 11-12	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.

Determining Central Ideas of Texts

Grades 6-8	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.
Grades 9-10	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.
Grades 11-12	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.

Identifying and Analyzing Steps in a Process

Grades 6-8	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).
Grades 9-10	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Grades 11-12	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

Understanding Content Vocabulary

Grades 6-8	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Grades 9-10	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.
Grades 11-12	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Text Structure

Grades 6-8	Describe how a text presents information (e.g., sequentially, comparatively, and causally).
Grades 9-10	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Grades 11-12	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.

Point of View

Grades 6-8	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).
Grades 9-10	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.
Grades 11-12	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

Integration of Information (Print and Visual Information)

Grades 6-8	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Grades 9-10	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Grades 11-12	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.

Validity of Textual Information

Grades 6-8	Distinguish among fact, opinion, and reasoned judgment in a text.
Grades 9-10	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Grades 11-12	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Working with Primary and Secondary Sources

Grades 6-8	Analyze the relationship between a primary and secondary source on the same topic.
Grades 9-10	Compare and contrast treatments of the same topic in several primary and secondary sources.
Grades 11-12	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range and Level of Text Complexity

Grades 6-8	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
Grades 9-10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Grades 11-12	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Writing Informational Texts and Writing about Informational Texts

Students shall 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.

Writing Arguments

Grades 6-8	<p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> • 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. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • 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.
Grades 9-10	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • 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. • 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. • 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

	<p>between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> • 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 or supports the argument presented.
Grades 11-12	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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 or supports the argument presented.

Writing Informational/Explanatory Texts

Students shall produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades 6-8	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic.
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	<ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
Grades 9-10	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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. • 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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • 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. • 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).
Grades 11-12	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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. • 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 varied transitions and sentence structures 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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • 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).
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Research and Research Writing

Grades 6-8	<ul style="list-style-type: none"> • 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. • 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. • Draw evidence from informational texts to support analysis, reflection, and research.
Grades 9-10	<ul style="list-style-type: none"> • 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. • 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. • Draw evidence from informational texts to support analysis, reflection, and research.
Grades 11-12	<ul style="list-style-type: none"> • 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. • 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. • Draw evidence from informational texts to support analysis, reflection, and research.