# SOCIAL STUDIES  GRADE NINE & TEN: COLLEGE & CAREER READINESS SKILLS

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS ANCHOR READING STANDARD FOR LITERACY IN  SOCIAL STUDIES | | | |
| READING INFORMATION | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |

| | | KNOW (Factual) | UNDERSTAND (Conceptual) | DO (Procedural, Application, Extended Thinking) |
|---|---|---|---|---|
| KEY IDEAS AND DETAILS | **RI.1.** Grade 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. | • Informational text (historical, expository/technical texts)<br>• How to cite specific textual evidence (e.g., offer proof from primary and secondary sources)<br>• Features that reflect the reliability of a source (e.g., date, origin of information)<br>• How to analyze (e.g., bias, credibility, point of view, perspective)<br>• Audience<br>• Purpose<br>• Primary sources (including strengths and limitations)<br>• Secondary sources (including strengths and limitations)<br>• Difference between primary and secondary sources | • Authors include key details in informational texts which can help a reader ask and answer questions.<br>• Authors of informational text(s) make specific choices about the selection of sources and use of evidence.<br>• Good readers/researchers analyze the reliability of the information within a document/text.<br>• Good readers/researchers differentiate between strong and weak textual evidence.<br>• Good readers/researchers respond to a variety of texts by drawing conclusions and citing textual evidence to show an understanding of what they read and how it connects to their lives. | • Differentiate between primary and secondary sources<br>• Recognize features that impact the reliability of a source (e.g., date, origin of information )<br>• Describe the connection between the audience and the text<br>• Describe the connection between the author's purpose and the text<br>• Identify/cite and explain information from primary sources<br>• Identify/cite and explain information from secondary sources<br>• Supply strong and thorough textual support for analysis of a text<br>• Identify/cite appropriate text support for inferences<br>• Analyze primary sources for bias, credibility, point of view, perspective, purpose, date, and origin of information<br>• Analyze secondary sources for bias, credibility, point of view, perspective, purpose, date and origin of information<br>• Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information |
| | **RI.2.** Grade 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. | • Informational text (historical, expository/technical texts)<br>• Primary source(s)<br>• Secondary source(s)<br>• Central/main idea<br>• Key events/details<br>• Prior/background knowledge<br>• Difference between central/main ideas and key details/events in an informational text<br>• Patterns of organization(e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)<br>• Different purposes for graphic organizers, based on  structure of text<br>• Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts. | • Authors select organizational patterns and support to convey their central idea(s).<br>• Good readers/researchers use information from primary and secondary sources in informational text(s) to identify the central idea(s).<br>• Good readers/researchers develop accurate summaries that capture the central ideas of informational text and excludes personal opinions or judgments | • Recognize how ideas are organized in an informational text<br>• Identify primary sources<br>• Identify secondary sources<br>• Determine the central idea of an informational text<br>• Describe or graphically represent the relationship between central ideas and details/events<br>• Explain how the central ideas are supported by key details<br>• Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments<br>• Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |

| RI.3. Grade 9-10: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | • Informational text<br>• (historical, expository/technical texts)<br>• How to analyze<br>• Cause/effect relationships<br>• Graphic Organizers/Aids (e.g., timelines, maps, graphs, pictures)<br>• Patterns of organization (e.g., chronological, sequential, cause/effect, problem/solution)<br>• Text features (e.g., bold, italics, color, captions, headings, subheadings, titles)<br>• How to identify the relationship between events<br>• Connections and interactions (e.g., one event "explains" another or influences another)<br>• Words that assist analysis and explanation (e.g., because, then, as a consequence, in contrast) of informational text(s) | • Authors of informational text(s) present information/details in a manner that reflects their relationship(s)<br><br>• Authors control information and their message through their choices of how information is presented and connected.<br><br>• Good readers/researchers analyze the relationships between/ among events in order to determine whether earlier events caused later ones or simply preceded them. | • Identify patterns of organization in informational and technical text(s)<br>• Identify text features<br>• Identify the sequence of events<br>• Interpret graphic organizers/aids (e.g., time line, maps, graphs, pictures)<br>• Identify the difference between cause and effect and how an effect can become a cause<br>• Identify causal relationships between/among events<br>• Make and explain logical inferences concerning cause/effect<br>• Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them |

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| READING INFORMATION | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| **RI.4.** Grade 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 studies. | • Informational text (historical, expository/technical texts)<br>• Word choice<br>• Context clues<br>• Vocabulary specific to history (e.g., perspective, bias, credibility, point of view)<br>• Vocabulary specific to geography (e.g., hierarchy, accessibility, diffusion, complementarity)<br>• Vocabulary specific to economics (e.g., monetary policy, fiscal policy, business cycle)<br>• Vocabulary specific to civics (e.g., ideology, public policy, political parties) | • Authors of informational text(s) use domain- specific vocabulary to clarify concepts.<br>• Authors make purposeful word choices to achieve an intended effect within informational text(s).<br>• Good readers/researchers seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). | • Read and reread other sentences, paragraphs, and non-linguistic images in an informational text to identify context clues that can be used to determine the meaning of unknown words<br>• Use context clues to unlock the meaning of unknown words/phrases<br>• Identify, determine the meaning of, and use domain-specific terms<br>• Determine the appropriate definition of words that have more than one meaning<br>• 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 studies |
| **RI.5.** Grade 9-10: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | • Informational text (historical, expository/technical texts)<br>• How to analyze<br>• Difference between explain and analyze<br>• Key points<br>• Various text structures (e.g., sentences, paragraph, chapter, section)<br>• Various patterns of organization<br>• ( e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)<br>• Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)<br>• Difference between patterns of organization and text features<br>• Relationships between parts of text and whole text (as indicated by text features and structures) | • Authors select specific patterns of organization to convey information.<br>• Author' choices, including patterns of organization, structure, and text features, control the central idea and the readers' perceptions.<br>• Good readers/researchers use their knowledge of organizational patterns in informational text(s) in order to make meaning. | • Identify text structures<br>• Identify patterns of organization<br>• Make connections between author's choice of text structure and the text's purpose, key points, and central idea(s)<br>• Explain how organization, structure and/or features enhance text's purpose and central idea<br>• Analyze how a text uses structure to emphasize key points or advance an explanation or analysis |

The left side of both rows is labeled vertically: **CRAFT & STRUCTURE**

| **RI.6.** Grade 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. | • Informational text<br>• (historical, expository/technical texts)<br>• How to compare<br>• How to contrast<br>• Relevant details<br>• Informational text (both literary nonfiction and expository/technical texts)<br>• How to analyze<br>• Author's purposes (to inform, to persuade, to explain how) for writing a text<br>• Point of view (e.g., first person, third person, limited, omniscient)<br>• Author's viewpoint/focus/ attitude/ bias<br>• Author's perspective (background)<br>• Author's strategies for developing viewpoint and purpose (e.g., author's choices about when and how to develop information; what information to include or exclude)<br>• Conflicting evidence or viewpoints<br>• Responses to opposing viewpoints (e.g., acknowledge, concede, rebut) | • Authors use distinctive language (e.g., rhetorical devices) to influence the audience and/or create an effect that will enhance their purpose.<br>• Good readers recognize that authors use rhetoric to advance the viewpoint or purpose of informational text(s).<br>• Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).<br>• Good readers/ researchers analyze informational text(s) to better understand and evaluate the author's viewpoint/attitude and purpose. | • Explain the author's overall purpose (to inform, to persuade, to explain how) for writing a text<br>• Explain how the author's choices reflect his/her viewpoint, focus, attitude, position or bias<br>• Compare/contrast the point of view of two or more authors on the same or similar topics<br>• Explain how point of view, viewpoint, purpose and perspective affect an informational text (controls the message/information)<br>• Analyze the impact of including and emphasizing certain details into two or more accounts of the same or similar topics<br>• Analyze the author's use of persuasive techniques, rhetorical devices, logical fallacies, etc.<br>• 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<br>• 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. |

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| READING INFORMATION | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| **RI.7.** Grade 9-10: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | • Informational text (both literary nonfiction and expository/technical texts)<br>• How to analyze<br>• Difference between relevant and irrelevant information<br>• Quantitative and/or technical analysis (e.g., numbers, data, statistics)<br>• Qualitative analysis (e.g., human behavior, reasons, non-numerical)<br>• Text and topic/message<br>• Author's purpose /intention<br>• Audiences' needs<br>• | • Authors make decisions about their presentation of information in order to convey a specific message.<br>• Good readers' and viewers' understandings and perceptions of a topic or idea are affected by the ways in which information or details are selectively presented.<br>• Creators and presenters of written and visual text choose details to present a particular topic or idea relevant for a specific audience and purpose. | • Develop and use research strategies<br>• Distinguish between relevant and irrelevant information<br>• Compare how different text/media present information about the same subject<br>• Identify aspects of text/media that reveal an author's purpose/intention<br>• Analyze the way quantitative and technical analysis support the qualitative analysis<br>• Analyze the details included (and excluded) in different versions of an account<br>• Integrate quantitative or technical analysis with qualitative analysis in print or digital text |
| **RI.8.** Grade 9-10: Assess the extent to which the reasoning and evidence in a text support the author's claims. | • Informational text (both literary nonfiction and expository/technical texts)<br>• How to trace/delineate an author's argument and specific claims<br>• How to evaluate/assess an author's argument and specific claims<br>• Relevant vs. irrelevant details<br>• Relevant, sufficient reasons/ evidence<br>• Sound/logical/justified reasoning<br>• Rhetorical strategies for persuasion (e.g., logos, ethos, pathos)<br>• Relevant, sufficient evidence<br>• Arguments<br>• Valid vs. invalid claims<br>• False statements<br>• Persuasive techniques/fallacious reasoning (e.g., loaded language/emotional words, testimonial, snob appeal, repetition, name calling bandwagon, red herring, propaganda, appeal to authority) | • Authors sometimes use fallacious or invalid reasoning, irrelevant and/or insufficient evidence, and/or false statements to support their arguments and claims in order to promote their ideas or agenda.<br>• Good readers recognize when and why authors use fallacious reasoning and false statements in their arguments. | • Identify the author's argument and specific claims<br>• Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence that support the author's argument and specific claims<br>• Differentiate between claims which are supported by reasons/evidence and those which are not<br>• Differentiate between valid and invalid claims<br>• Identify sound reasoning<br>• Identify false statements and fallacious reasoning in an argument<br>• Recognize when irrelevant evidence is introduced<br>• Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s)<br>• Assess the extent to which the reasoning and evidence in a text support the author's claims |

*Row label (vertical):* INTEGRATION OF KNOWLEDGE AND IDEAS

| RI.9. Grade 9-10: Compare and contrast treatments of the same topic in several primary and secondary sources. | • Informational text (both literary nonfiction and expository/technical texts)<br>• How to analyze<br>• Primary source<br>• Secondary source<br>• Strengths and limitations of primary and secondary sources<br>• Compare/contrast<br>• Author's viewpoint/ focus/ attitude/bias<br>• Author's perspective (background)<br>• Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts) | • Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose.<br>• Good readers make meaning of informational texts by analyzing how different authors shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts. | • Develop research strategies<br>• Identify the relationship between a primary and secondary source on the same topic<br>• Identify the corroborating or conflicting information, facts, interpretations<br>• Identify the authors' positions in the text<br>• Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases<br>• Analyze the strengths and limitations of primary and secondary sources<br>• Compare and contrast treatments of the same topic in several primary and secondary sources |
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