



California HSS Framework Alignment

Framework Expectations	Instructional Strategies	NHD-CA Rubric
<p>Provide analytical writing opportunities.</p> <p>Students will develop their own interpretations, informed by relevant evidence.</p>	<p>Create historical arguments by reading & understanding historical documents.</p>	<p>Present a claim that synthesizes sources to demonstrate original analysis; includes a deep connection to theme.</p>
<p>Students will think chronologically & spatially.</p>	<p>Demonstrate a grasp of the historical chronology & context.</p>	<p>Include events & conditions to accurately anchor topic in history. Demonstrate understanding of how historical background affected topic.</p>
<p>Students will use multiple primary documents & extrapolate some specifics from history to support their arguments.</p>	<p>Analyze source relevance.</p>	<p>Present accurate historical record supported by appropriate breadth of facts.</p>
<p>Provide research & evidence opportunities.</p>	<p>Develop research & interpretation skills. Work with primary sources.</p>	<p>Create a bibliography that reflects deep research, including diverse primary & secondary sources necessary to support claim.</p>
<p>Students will write analytically when weighing multiple primary documents against one another & make claims about the legitimacy of certain sources over others.</p> <p>Students will work with evidence that represents a wide variety of perspectives.</p>	<p>Compare information learned from several documents</p>	<p>Include multiple viewpoints. Incorporate different perspectives to advance the argument.</p>
<p>Students will provide a point of view & create a historical interpretation.</p> <p>Provide experiences that develop a knowledgeable & engaged citizenry.</p>	<p>Interpret sources for significance.</p>	<p>Establish relevance of topic to historical record. Demonstrate significant legacy of content to make broad connections.</p>
<p>Provide opportunities for inquiry-based learning organized around questions of significance.</p>	<p>Organize evidence to support a persuasive argument.</p>	<p>Structure materials through segmentation & orientation to effectively guide the audience to understand claim & focus areas.</p>



College, Career, & Civic Life (C3) Framework Alignment

Developing Questions & Planning Inquiries	Applying Disciplinary Concepts & Tools	Evaluating Sources & Using Evidence	Communicating Conclusions & Taking Informed Action
<ul style="list-style-type: none"> • Choosing a topic • Developing a research question • Outlining a research plan • Creating a project plan 	<ul style="list-style-type: none"> • Analyzing change, continuity, & context • Analyzing how historical contexts shape people's perspectives • Understanding how the perspectives of those writing history shaped the field. • Understanding the relationship between secondary & primary sources 	<ul style="list-style-type: none"> • Media Literacy • Identifying bias • understanding multiple causation & multiple outcomes • understanding ethical dimension • Identifying evidence from multiple sources • Developing claims & counterclaims 	<ul style="list-style-type: none"> • Organizing research • Writing a thesis statement • Using interdisciplinary lenses to understand the causes of historic issues. • Producing a final project that illustrates ideas & perspectives • Revising & fine tuning a final project • Explaining a final project through an interview • Making connections to the present • Engaging in Civil Discourse



Partnership for 21st Century Skills Alignment

Core Subjects & 21st Century Themes	<ul style="list-style-type: none">● Global Awareness - exploring & contextualizing a topic● Civic Literacy - researching the social impact of historical topics● Financial, health, & environmental literacy - using varied lenses
Learning & Innovation Skills	<ul style="list-style-type: none">● Creativity & Innovation - designing projects & solving challenges● Critical thinking & problem solving● Communication & collaboration
Information, Media, & Technology Skills	<ul style="list-style-type: none">● Information Literacy - analyzing the quality & content of primary & secondary sources, especially online● Media Literacy - assessing the quality & content of visual, audio, & web-based media
Life & Career Skills	<ul style="list-style-type: none">● Flexibility & Adaptability - being able to evaluate progress & change direction if needed● Initiative & Self-Direction - pursuing a self-designed research agenda● Social & Cross-Cultural Skills - engaging in historical empathy & communicating with a group● Productivity & Accountability - completing tasks at a high quality & towards a larger goal● Leadership & Responsibility



Common Core State Standards

Grades 4-5

RI.4(5).3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened & why, based on specific information in the text.

RI.4(5).8. Explain how an author uses reasons & evidence to support particular points in a text.

RI.4(5).6. Compare & contrast a firsthand & secondhand account of the same event or topic; describe the differences in focus & the information provided.

RI.4(5).7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) & explain how the information contributes to an understanding of the text in which it appears.

RI.4(5).8. Explain how an author uses reasons & evidence to support particular points in a text.

RI.4(5).9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

W.4(5).1.A-D. Write opinion pieces on topics or texts, supporting a point of view with reasons & information.

W.4(5).2.A-E. Write informative/explanatory texts to examine a topic & convey ideas & information clearly.

W.4.7. Conduct short research projects that (use several sources to) build knowledge through investigation of different aspects of a topic.

W.4(5).8. Recall relevant information from experiences or gather relevant information from print & digital sources; take notes & categorize information, & provide a list of sources.

W.4(5).9.B. Draw evidence from literary or informational texts to support analysis, reflection, & research.



Common Core State Standards

Grades 6 - 8

RH.6-8.1. Cite specific textual evidence to support analysis of primary & secondary sources.

RH.6-8.2. 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.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose.

RH.6-8.7. Integrate visual information with other information in print & digital texts.

RH.6-8.8. Distinguish among fact, opinion, & reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary & secondary source on the same topic.

WHST.6-8.2. A-F. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.4. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience.

WHST.6-8.5. With some guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose & audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce & publish writing & present the relationships between information & ideas clearly & efficiently.

WHST.6-8.7. Conduct short research projects to answer a question, drawing on several sources & generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print & digital sources, using search terms effectively; assess the credibility & accuracy of each source; & quote or paraphrase the data & conclusions of others while avoiding plagiarism & following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, & research.



Common Core State Standards

RH.9-10(11-12).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.

RH.9-10(11-12).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.

RH.9-10(11-12).3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10(11-12).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.

RH.9-10(11-12).5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. 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.

RH.9-10(11-12).7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10(11-12).8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10(11-12).9. Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-12.1.A-E. Write arguments focused on discipline-specific content.

WHST.9-12.2.A-F. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-12.5. 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.

Grades
9-12