

NYSUT Speak Truth to Power Lessons: Alignment to the NYS Common Core Learning Standards

This addendum contains the alignment of the NYSUT Speak Truth to Power lessons to the New York State P-12 Common Core Learning Standards for ELA/Literacy in History/Social Studies 6-12. These standards are based on the College and Career Readiness anchor standards in reading and writing. The College and Career Readiness 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. The grades 6–12 standards define what students should understand and be able to do by the end of each grade span.

Reading is critical to building knowledge in history/social studies. 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. Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

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 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.

A student who meets these standards is expected to exhibit these qualities:

- They demonstrate independence
- They build strong content knowledge
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

By aligning the Speak Truth to Power lessons, students will be meeting the learning standards and building the capacity to become college and career ready.

Resource: NYS Education Department, New York State P-12 Common Core Learning Standards for English Language Arts and Literacy

Posted: August 28, 2012

Abubacar Sultan**NYS P-12 Common Core Learning Standards in ELA/Literacy for History/Social Studies 6-12:**

- RH/SS.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- WH/SS.9-10.7 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.
- WH/SS.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
- RH/SS.11-12.1 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.
- RH/SS.11-12.7 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.
- WH/SS.11-12.7 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.
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Elie Wiesel**NYS P-12 Common Core Learning Standards in Literacy for History/Social Studies 6-12**

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- WH/SS.11-12.9 Draw evidence from informational texts to support analysis reflection, and research.

Marina Piskladova**NYS P-12 Common Core Learning Standards for ELA/Literacy in History/Social Studies 6-12**

- RH/SS.9-10.2 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/SS.9-10.4 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 studies.
- WH/SS.9-10.5 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.
- WH/SS.9-10.7 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.
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Dalai Lama**NYS P-12 Common Core Learning Standards in ELA/Literacy for History/Social Studies 6-12:**

- RH/SS.9-10.5 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/SS.9-10.1 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- WH/SS.9-10.7 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.
- WH/SS.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
- RH/SS.11-12.1 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.

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Juliana Dogbadzi

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Harry Wu

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Vaclav Havel

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- RH/SS.9-10.2 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.
- WH/SS.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
- RH/SS.11-12.1 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.
- RH/SS.11-12.2 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.
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Van Jones

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- WH/SS.11-12.7 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.
- WH/SS.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Anonymous

NYS P-12 Common Core Learning Standards for ELA/Literacy in History/Social Studies 6-12

- RH/SS.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH/SS.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WH/SS.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.
- RH/SS.9-10.1 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/SS.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- WH/SS.9-10.9 Draw evidence from informational texts to support analysis reflection, and research.
- RH/SS.11-12.1 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.
- RH/SS.11-12.7 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.
- WH/SS.11-12.9 Draw evidence from informational texts to support analysis reflection, and research.

Loune Viaud

NYS P-12 Common Core Learning Standards for ELA/Literacy in History/Social Studies 6-12

- RH/SS.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH/SS.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/SS.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WH/SS.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
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- RH/SS.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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Mohammad Yunus

NYS P-12 Common Core Learning Standards for ELA/Literacy in History/Social Studies 6 – 12

- RH/SS.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH/SS.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH/SS.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WH/SS.6-8.7 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.
- WH/SS.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Desmond Tutu

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- RH/SS.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.
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- WH/SS.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Kek Galabru**NYS P-12 Common Core Learning Standards for ELA/Literacy in History/Social Studies 6-12**

- RH/SS.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH/SS.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/SS.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WH/SS.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WH/SS.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WH/SS.6-8.7 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.
- WH/SS.6-8.9 Draw evidence from informational texts to support analysis, reflection and research.

Lucas Benitez**NYS P-12 Common Core Learning Standards for ELA/Literacy in History/Social Studies 6-12**

- RH/SS.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH/SS.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/SS.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WH/SS.6-8.7 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.
- WH/SS.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Ka Hsaw Wa**NYS P-12 Common Core Learning Standards for ELA/Literacy in History/Social Studies 6-12**

- RH/SS.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/SS.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH/SS.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WH/SS.6-8.7 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.

- WH/SS.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Wangari Maathai

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- RH/SS.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. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH/SS.6-8.4)
- RH/SS.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WH/SS.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Kailash Satyarthi

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- RH/SS.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/SS.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH/SS.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- WH/SS.6-8.7 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.
- WH/SS.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

John Lewis

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- RH/SS.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH/SS.6-8.6 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/SS.6-8.2 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).
- RH/SS.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WH/SS.6-8.7 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.
- WH/SS.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.