

SPEAK OUT! Women and Incarceration Alignment to Common Core and Standards

Depth of Knowledge in Social Studies

Level 4

Requires students to connect and relate ideas and concepts within and among content areas. Involves analyzing and synthesizing information from multiple sources; examining and explaining alternative perspectives across a variety of sources; making predictions with evidence as support; planning and developing solutions to problems. Example

- Given a situation/problem research, define and describe alternative solutions
- Describe, define and illustrate common social, historical or geographical themes and how they interrelate

Depth of Knowledge in ELA

Level 4

Requires extended higher order processing. Typically requires extended time to complete task, but time spent not on repetitive tasks. Involves taking information from one text/passage and applying this information to a new task. May require generating hypotheses and connections among texts. Examples:

- Analyze and synthesize information from multiple sources
- Examine and explain alternative perspectives across sources
- Describe and illustrate common themes across a variety of texts
- Create compositions that synthesize, analyze and evaluate

Common Core Standards Social Studies 6-12

DETAILS

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the main ideas or information of a primary or secondary source; summarize the source, basing the summary on information in the text rather than on prior knowledge or opinions.
- 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).
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the main ideas or information of a primary or secondary source;

- summarize how key events or ideas develop over the course of the text.
- Analyze in detail a series of events described in a text and the causes that link the events; distinguish whether earlier events caused later ones or simply preceded them.
 - 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.
 - Determine the main ideas or information of a primary or secondary source; provide a summary that makes clear the relationships between the key details and ideas.
 - Analyze how ideas and beliefs emerge, develop, and influence events, based on evidence in the text.

CRAFT & STRUCTURE

- Determine the meaning of words and phrases in a text, including vocabulary specific to domains related to history/social studies.
- Identify how a history/social studies text presents information (e.g., sequentially, comparatively, causally).
- 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).
- Determine the meaning of words and phrases in a text, including the vocabulary describing political, economic, or social aspects of history.
- Explain how an author chooses to structure information or an explanation in a text to emphasize key points or advance a point of view.
- Compare the point of view of two or more authors by comparing how they treat the same or similar historical topics, including which details they include and emphasize in their respective accounts.
- Interpret the meaning of words and phrases in a text, including 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* and *No. 51*).
- 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.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, evidence, and reasoning.

INTEGRATION

- Integrate graphical information (e.g., pictures, videos, maps, time lines)

with other information in a print or digital text.

- Distinguish among fact, opinion, and reasoned judgment in a historical account.
- Analyze the relationship between a primary and secondary source on the same topic.

- Integrate quantitative or technical information presented in maps, time lines, and videos with other information in a print or digital text.
- Assess the extent to which the evidence in a text supports the author's claims.
- Compare and contrast treatments of the same topic in several primary and secondary sources.

- Synthesize ideas and data presented graphically and determine their relationship to the rest of a print or digital text, noting discrepancies between the graphics and other information in the text.
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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Civic Education Integrated With English-Language Arts Promotes Critical Thinking

These higher-order critical thinking skills developed and practiced through an integrated approach will create an informed, engaged, responsible citizenry able to:

- understand democratic values and principles including equality, fairness, working toward a common good;
- understand democratic processes and institutions such as laws, justice, representative democracy, civil discourse, and due process;
- analyze historical, economic, political, and social issues through research, debate, and discussion of public policy, political intent, legal precedents, international relations, social movements, and historical foundations;
- practice reasoned decision-making by taking a position and defending it with supporting facts, accurate information, and reasoned conclusions;
- demonstrate participatory skills that include listening, speaking, and communicating through civil discourse, consensus-building, compromise, formal debate, and presentation of multiple perspectives;
- evaluate sources of information to identify bias, unbalanced perspective, and prejudice;
- embrace a national identity by committing to the role and responsibilities of citizenship;
- become engaged, active citizens in the democratic process and the well-being of our national heritage.

The NCSS Themes of Social Studies

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual, Development and Identity
- Individuals, Groups, and Institutions • Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

Grades 6-8 The Historic Road to Civic Literacy: Lessons of the Past to Inform Civic Action Today

- The Rise of Democratic Ideals
- Ancient Civilizations: Up to 500 A.D.

- World History 500–1789 A.D.
- United States History
- Connections From the Past—Civic Action for Today

Grades 9-12 Civil Liberties and the Common Good in a Constitutional Democracy

- Foundation of Civil Liberties
- Civil Liberties in the 20th Century Redefined
- Connections From the Past—Civic Action for Today

Science and the CCSS

Text that purport to tell the truth about the world

- Narrative and non-narrative nonfiction
- Hybrid texts
- Explain, inform,
 - making informed decisions in the face of bombardment of conflicting information
- argue
 - logical
 - textual evidence

Text complexity

- Uses multiple representations to explain concepts
- Knowledge changes over time
- Audience and purpose
- Science knowledge is corroborated knowledge
- Debate findings is at the heart of science
- Debate policy is that the heart of democracy

Close reading: look through lens > find patterns > understanding

Speaking and talking across texts

Goals: flexibility, being able to deal with ambiguity, and originality

How to analytically and critically read scientific arguments

How to glean evidence

How to share in a cohesive, academic, original oral and written