

Common Core State Standards Literacy in History/Social Studies Alignment to National History Day

	Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:	Connection to History Day
RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	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.	During History Day students will analyze Primary and Secondary Sources.
RH.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 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.	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.	Students will identify the themes and ideas of primary and secondary sources.
RH.3	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).	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Students will use evidence to understand the sequence of actions and events in history.

RH.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.	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.	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 <i>faction</i> in <i>Federalist</i> No. 10).	Students will work with domain specific content vocabulary.
RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	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.	Students will analyze primary sources and their structure.
RH.6	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).	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.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Students will understand the point of view of an author related to primary and secondary sources.
RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	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.	Students will integrate technology, research, pictures and data into their presentations.

RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	Students will analyze fact versus opinion in primary and secondary sources.
RH.9	Analyze the relationship between a primary and secondary source on the same topic.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Students will look at multiple perspectives on a single issue.
RH.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	Students can use the text exemplars for their project.