

# Common Core State Standards

## Content Literacy in History/Social Studies Grades Six through Twelve

### User's Guide



California Department of Education  
Sacramento, California

California Department of Education  
CCSS Professional Learning Module  
Content Literacy in History/Social Studies Grades Six through Twelve

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## Group Facilitator's Guide

This module is designed to introduce educators to the intent and instructional implications of the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). Teachers will also learn how the standards impact and enhance instruction and learning in history/social studies. Information and activities within the module support educators as they integrate literacy, particularly reading, instruction into history/social studies instruction to address the *History-Social Science Content Standards for California Public Schools* and support the learning of all students.

The CA CCSS for ELA/Literacy document includes a section titled, “Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12,” which will be the primary focus of this module. Included also is an overview of the College and Career Readiness (CCR) Anchor Standards for Reading and Writing as they apply to content literacy in history/social studies.

### Preparation Notes

- Complete the Common Core State Standards (CCSS) English Language Arts (ELA): Content Literacy in History/Social Studies 6–12 online module; available on the Brokers of Expertise Web site at: <http://myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656>
- Be familiar with the California CCSS English Language Arts 6–12 and the College and Career Readiness (CCR) Anchor Standards.
- Be familiar with the History-Social Science Content Standards for California Public Schools and the History-Social Science Framework for California Public Schools both for 6–12.

The module is comprised of three units:

- Unit 1: Introduction to Content Literacy in History/Social Studies 6–12
- Unit 2: Close Reading and the CA CCSS in History/Social Studies
- Unit 3: CA CCSS Implications for Civics and Government, Geography, and Economics

The module also begins with a welcome, overview, and pre-assessment and concludes with a summary, post-assessment, and resources section.

## Group Facilitator's Guide

### Materials

Print or provide electronic copies in advance (available on the Brokers of Expertise website at:

<http://myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656&scld=16090>

- California CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy).
- PowerPoint slides with Presenter Notes (PDF of PowerPoint in “Notes View” – copy for facilitator use only)
- Participant packets – one per person (print only the units and handouts you plan to cover in each session, or have participants download documents onto personal devices in advance.)
  - Participant Packet (PDF) – Presentation Slides for each of the three units
  - Participant Packet (PDF) – Handouts for each of the three units

### Handouts for whole module

- CA CCSS for ELA/Literacy will be used throughout the module
- College and Career Readiness Anchor Standards Matrix

### Unit 1 Handouts:

- Pre-assessment
- Social Studies 21<sup>st</sup> Century Skills Map
- Common Core Shifts for ELA/Literacy
- Engaging Students in the Discourse of History
- Comparison of the CCR Anchor Standards for Reading with the CA CCSS Reading Standards for Literacy in History/Social Studies 6–12
- CA Historical and Social Sciences Analysis Skills, Grades Six through Eight
- CA Historical and Social Sciences Analysis Skills, Grades Nine through Twelve
- Differentiating Primary and Secondary Sources
- Primary Sources: At the Heart of the Common Core State Standards
- Deposition of Thomas Preston from the Boston Massacre

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- “Text Complexity” in the History Classroom: Teaching to and Beyond the Common Core
- “Historical Thinking: Memorizing Facts and Stuff”
- McKinley Defends U.S. Expansionism
- “Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards”
- Universal Design for Learning Guidelines Chart

**Unit 2 Handouts:**

- Four Reads: Learning to Read Primary Documents
- “What is an ‘Inquiry Lesson’?”
- “Japanese Segregation in San Francisco”
- “Lincoln’s Speeches”
- Document One: The Aztec Account of the Meeting with Montezuma, 1519
- Document Two: Cortez’s Account of the Meeting with Montezuma, 1519
- Sample Questions for Close Reading of a Single Primary Source Aligned to the Common Core State Standards
- Pope Urban II’s “Call to the First Crusade”
- Gulf of Tonkin Lesson Materials
- *The Source: Point of View Perspective* newsletter contains two articles for this section:
  - “Context: The Foundation of Close Reading of Primary Source Texts” found on pages 5-6
  - “5 Guideposts for Historical Perspective” found on pages 9–10
- Colonial Independence Movement Lesson
- A Vindication on the Rights of Woman
- March on Washington Document Set
- Understanding Language: What Does Text Complexity Mean for English Learners and Language Minority Students
- Grammar of History Textbooks Part II: Questioning the Text
- Reframing English Language Development
- “Teaching Vocabulary” on pages 13-14 of *The Source: Teaching the Common Core*

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- Seven Teacher Moves
- Texas Independence Lesson Plan

**Unit 3 Handouts:**

- Disciplinary Literacies
- Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subject
- Civic Action Project and Common Core State Standards
- Deliberating in a Democracy in the Americas and Common Core State Standards for English Language Arts.
- Common Core State Standards and Economics: Reading like a Detective, Writing like a Reporter, and Thinking like an Economist
- Common Core English Language Arts and Geography Connections (grades 6, 7, 8, 9-10, and 11-12) available at the following locations:
  - <http://myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656&scild=16164>
  - [http://education.nationalgeographic.com/education/media/common-core-ela-geography-connections/?ar\\_a=1](http://education.nationalgeographic.com/education/media/common-core-ela-geography-connections/?ar_a=1)
- What do we Mean by 'Reading' Maps
- Post-Assessment

**For each session, have the following available:**

- Chart paper and markers (optional, but charting will enhance discussion after small group activities)
- Computer
- LCD Projector
- Speakers or Audio Connection for Computer
- Document Camera
- Internet Connection
- Table supplies (e.g., pens, pencils, highlighters, Post-it notes)
- Note-taking or Journal Writing support: Ask participants to bring what they prefer to use for note-taking.

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**Prepare/Download Videos by Unit:**

Access videos through links provided in the facilitator's notes section in the PowerPoint slides. Participant packets also include video links on PDF copies of slides for future reference.

**Videos are found in the following locations:**

- Introduction and Overview: Welcome video by Lupita Alcala
- Unit 1: Four Videos
- Unit 2: Six Videos
- Unit 3: Three Videos

All videos are accessible through the Brokers of Expertise Website with alternative links provided.

**Technology considerations:**

- Verify Internet Connection
- Verify Access to YouTube
- Verify Access to Embedded Videos on Brokers of Expertise Website (requires Flash)
- Verify Projector Setup
- Verify Audio/Speaker Setup

## **Group Facilitator's Guide: Preparation Notes**

### **Presentation Options**

Facilitators may conduct a series of group workshops for the entire module or facilitate a hybrid model where group learning is blended with independent or extended learning. If the hybrid model is chosen, the facilitator should determine the appropriate areas for group facilitation and for independent use.

A suggestion for the hybrid module follows:

1. Do all of Unit 1 as a group. This unit provides an overview of the connections between CCSS for ELA/Literacy and the History/Social Studies standards while covering the key shifts for reading and writing instruction that apply to all grade levels and student populations.
2. Tailor Units 2 and 3 to the group(s). Many sections require participants to review writing lessons, instructional and assessment strategies, or teaching videos by grade level/span. Participants may complete some of these activities independently outside of the group session and prepare for discussion and reflection at subsequent face-to-face meetings in grade span groups or with the whole group.



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### Unit 1: History/Social Studies and CA CCSS for ELA/Literacy 6–12

Section:	Welcome, Overview, Introduction and Pre-Assessment
Slides/Pages:	1–6
Suggested Time:	15 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● Welcome to the California Educators Professional Learning Module Series</li><li>● Overview of the Content Literacy in History/Social Studies 6–12 PLM</li><li>● Introduction to the Learning Objectives for the Module</li><li>● Explanation of Metacognitive Journal</li></ul> <p><b>Preparation Notes:</b></p> <ul style="list-style-type: none"><li>● Be familiar with the purpose and goals of the Module.</li></ul> <p><b>Prepare handouts:</b></p> <ul style="list-style-type: none"><li>● Pre-Assessment</li></ul> <p><b>Presentation Notes:</b></p> <p>Refer to notes section of PowerPoint presentation for “Facilitator Notes,” “Talking Points,” and answers for the Pre-Assessment.</p>	

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### Unit 1: History/Social Studies and CA CCSS for ELA/Literacy 6–12

Section:	Introduction to Unit 1, CCSS for ELA
Slides/Pages:	7–20
Suggested Time:	30 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● Learning Objectives for Unit 1</li><li>● The relationship between Literacy and History/Social Studies</li><li>● Introduction to the CCSS for ELA/Literacy for History/Social Studies</li><li>● Introduction to the 21<sup>st</sup> Century Skills</li><li>● CCR Anchor Standards</li></ul> <p><b>Preparation Notes:</b></p> <ul style="list-style-type: none"><li>● Be familiar with the purpose and goals of Unit 1.</li><li>● Understand the connection between History/Social Studies and Literacy</li><li>● Be familiar with the CCR Anchor Standards for Reading, Writing and Speaking and Listening</li><li>● Be familiar with the Common Core Shifts for ELA Literacy</li><li>● Be familiar with the History-Social Science Content Standards and Analysis Skills for California Public Schools, 6–12.</li><li>● Read the handouts and watch the videos in this section.</li></ul> <p><b>Prepare handouts:</b></p> <ul style="list-style-type: none"><li>● Social Studies 21<sup>st</sup> Century Skills Map</li><li>● Common Core Shifts for ELA/Literacy</li><li>● Engaging Students in the Discourse of History</li><li>● Comparison of the CCR Anchor Standards for Reading with the CA CCSS Reading Standards for Literacy in History/Social Studies 6-12.</li><li>● CA Historical and Social Sciences Analysis Skills, Grades Six through Eight</li><li>● CA Historical and Social Sciences Analysis Skills, Grades Nine through Twelve</li><li>● Participant Journals (can be a notebook or created packet)</li></ul> <p><b>Prepare Videos:</b></p> <ul style="list-style-type: none"><li>● “Literacy in Other Disciplines” Run time 3:51</li></ul>	

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- Video is available on both the Brokers of Expertise site at:  
<http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656&scild=16200>  
And on YouTube at:  
<http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656&scild=16200>
- “21st Century Skills in Action: Critical Thinking, Creative Thinking, and Problem Solving” Run time 4:48 min.  
<http://myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656&scild=16098>  
Or <http://www.youtube.com/watch?v=2s6PIrXwt7M>

**Presentation Notes:**

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”
- Participants will reflect on this section. Allow for group discussion as time permits.

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### Unit 1: History/Social Studies and CA CCSS for ELA/Literacy 6–12

Section:	Primary and Secondary Sources
Slides/Pages:	21-24
Suggested Time:	30 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>• Primary and Secondary Sources</li></ul> <p><b>Preparation Notes:</b></p> <ul style="list-style-type: none"><li>• Understand the difference between primary and secondary sources and how a source could be change depending on the research question.</li><li>• Read the handouts, watch the videos, and try the activities in this section.</li></ul> <p><b>Prepare handouts:</b></p> <ul style="list-style-type: none"><li>• Differentiating Primary and Secondary Sources</li><li>• Primary Sources: At the Heart of the Common Core State Standards</li><li>• Deposition of Thomas Preston from the Boston Massacre</li></ul> <p><b>Prepare Videos:</b></p> <ul style="list-style-type: none"><li>• Evidence and Interpretation. Run time: 6:56 min. <a href="http://myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16124">http://myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16124</a> Also available at: <a href="http://www.youtube.com/watch?v=ilzUXZb3xE4">http://www.youtube.com/watch?v=ilzUXZb3xE4</a></li></ul> <p><b>Presentation Notes:</b></p> <ul style="list-style-type: none"><li>• Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”</li><li>• Have participants complete the two activities:<ul style="list-style-type: none"><li>○ Primary and Secondary Source Activity</li><li>○ Ascertaining the Reliability of a Primary Source</li></ul></li><li>• Participants will reflect on this section. Allow for group discussion as time permits.</li></ul>	

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### Unit 1: History/Social Studies and CA CCSS for ELA/Literacy K–5

Section:	Text Complexity in History/Social Studies and Reading Like a Historian
Slides/Pages:	25–29
Suggested Time:	30 minutes
<b>The section includes:</b> <ul style="list-style-type: none"><li>• Text Complexity in History/Social Studies</li><li>• Reading Like a Historian Program</li></ul>	
<b>Preparation Notes:</b> <ul style="list-style-type: none"><li>• Be familiar with the dimensions of text complexity.</li><li>• Review the Reading Like a Historian Program by Stanford History Education Group (<a href="http://sheg.stanford.edu/rlh">http://sheg.stanford.edu/rlh</a>).</li><li>• Read the handouts, watch the video, and try the activity in this section.</li></ul>	
<b>Prepare handouts:</b> <ul style="list-style-type: none"><li>• “Text Complexity” in the History Classroom: Teaching to and Beyond the Common Core</li><li>• Historical Thinking: Memorizing Facts and Stuff</li><li>• McKinley Defends U.S. Expansionism</li></ul>	
<b>Prepare Video:</b> <ul style="list-style-type: none"><li>• “Reading Like a Historian Overview” Run time: 10:11 <a href="http://myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16126">http://myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16126</a> Also available at: <a href="https://www.teachingchannel.org/videos/reading-like-a-historian-curriculum">https://www.teachingchannel.org/videos/reading-like-a-historian-curriculum</a></li></ul>	
<b>Presentation Notes:</b> <ul style="list-style-type: none"><li>• Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”</li><li>• Have participants complete the Reading Like a Historian activity</li><li>• Participants will reflect several times on this section. Allow for group discussion as time permits.</li></ul>	

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**Unit 1: History/Social Studies and CA CCSS for ELA/Literacy 6–12**

Section:	Supporting Diverse Students
Slides/Pages:	30–33
Suggested Time:	15 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● English Learners and the CCSS</li><li>● Supporting Students with Disabilities</li></ul> <p><b>Preparation Notes:</b></p> <ul style="list-style-type: none"><li>● Be familiar with the ways to support access to the CA CCSS for ELA/Literacy and the CA History-Social Science Content Standards for students with diverse needs.</li><li>● Be familiar with the California English Language Development Standards <a href="http://www.cde.ca.gov/sp/el/er/eldstandards.asp">http://www.cde.ca.gov/sp/el/er/eldstandards.asp</a></li><li>● Be familiar with the recommendations by the Understanding Language program <a href="http://ell.stanford.edu/">http://ell.stanford.edu/</a></li><li>● Be familiar with Universal Design for Learning Guidelines.</li><li>● Read the handouts for this section.</li></ul> <p><b>Prepare handouts:</b></p> <ul style="list-style-type: none"><li>● Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards</li><li>● Universal Design for Learning Guidelines Chart</li></ul> <p><b>Presentation Notes:</b></p> <ul style="list-style-type: none"><li>● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”</li><li>● Participants will reflect several times on this section. Allow for group discussion as time permits.</li></ul>	

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### Unit 1: History/Social Studies and CA CCSS for ELA/Literacy 6–12

Section:	Unit 1 Conclusion
Slides/Pages:	33-36
Suggested Time:	10 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● Review of the concepts discussed in Unit 1</li></ul> <p><b>Presentation Notes:</b></p> <ul style="list-style-type: none"><li>● Allow time for participants to reflect on this unit by answering the questions on slides 35 and 36.</li></ul>	

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**Unit 2: Close Reading in History/Social Studies**

Section:	Unit Overview and Close Reading
Slides/Pages:	1–4
Suggested Time:	15 minutes

**The section includes:**

- Unit 2 Overview
- Defining and explaining close reading practices

**Preparation Notes:**

- Review the learning objectives
- Be familiar with close reading practices
- Read the handout for this section.

**Prepare handouts:**

- Four Reads: Learning to Read Primary Documents

**Presentation Notes:**

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”



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### Unit 2: Close Reading in History/Social Studies

Section:	Inquiry-based Instruction for Close Reading in History/Social Studies
Slides/Pages:	5–11
Suggested Time:	30 minutes

#### The section includes:

- Inquiry-based instruction for close reading
- College, Career, and Civic Life (C3) Framework Inquiry Arc
- Central Historical/Inquiry Questions
- Inquiry-based Lessons

#### Preparation Notes:

- Be familiar with inquiry-based instruction in history/social studies
- Understand that there are different terms for the same thing:
  - Inquiry question
  - Investigative question
  - Central historical question
- Read the handouts, watch the video, and complete the activity for this section.

#### Prepare handouts:

- What is an 'Inquiry Lesson'?
- Japanese Segregation in San Francisco
- Lincoln's Speeches
- Document One: The Aztec Account of the Meeting with Montezuma, 1519
- Document Two: Cortez's Account of the Meeting with Montezuma, 1519

#### Prepare Video:

- Reading Like a Historian: Focus Questions  
<http://myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656&scild=16171>

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Also available at: <https://www.teachingchannel.org/videos/guide-lessons-with-focus-questions>

**Presentation Notes:**

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”
- Have participants complete the Inquiry-Based Question activity
- Participants will reflect several times on this section. Allow for group discussion as time permits.

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**Unit 2: Close Reading in History/Social Studies**

Section:	Text-Dependent Questions
Slides/Pages:	12–14
Suggested Time:	20 minutes

**The section includes:**

- Text-dependent questions for history/social studies

**Preparation Notes:**

- Become familiar with the purpose and role of text-dependent questions.
- Read the handouts and complete the activity for this section.

**Prepare handouts:**

- Sample Questions for Close Reading of a Single Primary Source Aligned to the Common Core State Standards
- Pope Urban II's "Call to the First Crusade"

**Presentation Notes:**

- Refer to notes section of PowerPoint presentation for "Talking Points" and "Facilitator Notes"
- Have participants complete the text-dependent questions activity
- Participants will reflect several times on this section. Allow for group discussion as time permits

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### Unit 2: Close Reading in History/Social Studies

Section:	Author's Point of View and Sourcing
Slides/Pages:	15–17
Suggested Time:	20 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● Author's Point of View/Purpose in the standards</li><li>● Sourcing strategy</li></ul> <p><b>Preparation Notes:</b></p> <ul style="list-style-type: none"><li>● Watch the video and review the handout for this section.</li></ul> <p><b>Prepare handouts:</b></p> <ul style="list-style-type: none"><li>● (Optional) Gulf of Tonkin Lesson Materials</li></ul> <p><b>Prepare Video:</b></p> <ul style="list-style-type: none"><li>● <i>Reading Like a Historian: Sourcing</i> <a href="http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16178">http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16178</a> <a href="https://www.teachingchannel.org/videos/reading-like-a-historian-sourcing">https://www.teachingchannel.org/videos/reading-like-a-historian-sourcing</a></li></ul> <p><b>Presentation Notes:</b></p> <ul style="list-style-type: none"><li>● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”</li></ul>	

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### Unit 2: Close Reading in History/Social Studies

Section:	Historical Context and Historical Perspective
Slides/Pages:	18–22
Suggested Time:	20 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● Historical Context</li><li>● Historical Perspective</li></ul> <p><b>Preparation Notes:</b></p> <ul style="list-style-type: none"><li>● Be familiar with historical context and perspective.</li><li>● Review the Reading Like a Historian Strategy of Contextualization.</li><li>● Read articles and watch videos for this section.</li></ul> <p><b>Prepare handouts:</b></p> <ul style="list-style-type: none"><li>● Two articles from <i>The Source: Point of View Perspective</i>:<ul style="list-style-type: none"><li>○ “Context: The Foundation of Close Reading of Primary Source Texts” on pages 5-6</li><li>○ “5 Guideposts for Historical Perspective” on pages 9–10</li></ul></li><li>● (Optional) Colonial Independence Movement Lesson</li></ul> <p><b>Prepare Videos:</b></p> <ul style="list-style-type: none"><li>● “Reading Like a Historian: Contextualization” Total Run time: 11:16. Recommended to begin watching at 4:00. <a href="http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16181">http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16181</a> Also available at: <a href="https://www.teachingchannel.org/videos/reading-like-a-historian-contextualization">https://www.teachingchannel.org/videos/reading-like-a-historian-contextualization</a></li><li>● “Historical Perspective” Run time: 5:54 <a href="http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16182">http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16182</a> Also available at: <a href="http://www.youtube.com/watch?v=8XQbBFr7cO8">http://www.youtube.com/watch?v=8XQbBFr7cO8</a></li></ul>	

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**Presentation Notes:**

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes.”
- Participants will reflect several times on this section. Allow for group discussion as time permits.

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### Unit 2: Close Reading in History/Social Studies

Section:	Evidence, Claims and Argument and Corroboration
Slides/Pages:	23–25
Suggested Time:	30 minutes
<b>The section includes:</b> <ul style="list-style-type: none"><li>● Evidence, claims and argument in history/social studies</li><li>● Corroboration</li></ul>	
<b>Preparation Notes:</b> <ul style="list-style-type: none"><li>● Review the CA CCSS for ELA/Literacy and the CA HSS Analysis Skills that relate to evidence, claims, and argument</li><li>● Review the Reading Like a Historian strategies of Close Reading and Corroboration</li><li>● Read the handouts, complete the activity, and watch the video.</li></ul>	
<b>Prepare handouts:</b> <ul style="list-style-type: none"><li>● A Vindication on the Rights of Woman</li><li>● (Optional) March on Washington Document Set</li></ul>	
<b>Prepare the Video:</b> <ul style="list-style-type: none"><li>● “Reading Like a Historian: Corroboration” Run Time 11:06. <a href="http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16150">http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16150</a> Also available at: <a href="https://www.teachingchannel.org/videos/reading-like-a-historian-corroboration">https://www.teachingchannel.org/videos/reading-like-a-historian-corroboration</a></li></ul>	
<b>Presentation Notes:</b> <ul style="list-style-type: none"><li>● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”</li><li>● Have participants complete the claims and evidence activity</li></ul>	

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### Unit 2: Close Reading in History/Social Studies

Section:	Supporting English Learners and Students with Disabilities
Slides/Pages:	26–31
Suggested Time:	40 minutes
<b>The section includes:</b> <ul style="list-style-type: none"><li>● Text complexity for English learners</li><li>● Supporting English learners to read historical texts</li><li>● Text organization for English learners'</li><li>● Academic language/vocabulary in history/social studies</li><li>● Supporting students with disabilities</li></ul>	
<b>Preparation Notes:</b> <ul style="list-style-type: none"><li>● Be familiar with supports for English learners and students with disabilities.</li><li>● Review "Teaching History to Support Diverse Learners," <a href="http://www.ldonline.org/article/21055/">http://www.ldonline.org/article/21055/</a></li><li>● Read handouts and watch video.</li></ul>	
<b>Prepare Handouts:</b> <ul style="list-style-type: none"><li>● Understanding Language: What Does Text Complexity Mean for English Learners and Language Minority Students</li><li>● Grammar of History Textbooks Part II: Questioning the Text</li><li>● English Learners and Reading Comprehension: Text Organization in History</li><li>● Reframing English Language Development</li><li>● "Teaching Vocabulary" on pages 13-14 of <i>The Source: Teaching the Common Core</i></li></ul>	
<b>Prepare Videos:</b> <ul style="list-style-type: none"><li>● Video "Text Complexity, the Common Core, and ELLs" Run time: 3:23<ul style="list-style-type: none"><li>○ <a href="http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16151">http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16151</a></li><li>○ Also available at: <a href="http://www.youtube.com/watch?v=STFTX7UiBz0">http://www.youtube.com/watch?v=STFTX7UiBz0</a></li></ul></li></ul>	



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**Presentation Notes:**

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”
- Allow for group discussion as time permits.

## Group Facilitator's Guide

### Unit 2: Close Reading in History/Social Studies

Section:	Collaborative Conversations
Slides/Pages:	32–33
Suggested Time:	30 minutes

**The section includes:**

- Document-Based Whole Class Discussion
- Collaborative Conversation Supports for Students

**Preparation Notes:**

- Review the Speaking and Listening Standards related to collaborative conversations.
- Read the handouts.
- Review the following Web pages:
  - “Extending English-Language Learners' Classroom Interactions Using the Response Protocol” <http://www.readingrockets.org/article/26871/>
  - “Kagan Structures for English Language Learners,” [http://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/279/Kagan-Structures-for-English-Language-Learners](http://www.kaganonline.com/free_articles/dr_spencer_kagan/279/Kagan-Structures-for-English-Language-Learners)
  - National Center on Universal Design for Learning’s UDL Guidelines “Principle 2: Provide Multiple Means of Action and Expression.” <http://www.udlcenter.org/aboutudl/udlguidelines/principle2>

**Prepare handouts:**

- Seven Teacher Moves
- Optional: Texas Independence Lesson Plan

**Presentation Notes:**

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”
- Allow for group discussion as time permits.

## Group Facilitator's Guide

### Unit 2: Close Reading in History/Social Studies

Section:	Summary
Slides/Pages:	34–37
Suggested Time:	10 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● Review of the concepts discussed in Unit 2</li></ul> <p><b>Presentation Notes:</b></p> <ul style="list-style-type: none"><li>● Allow time for participants to reflect on this unit by answering the questions on slides 35 and 36.</li></ul>	

## Group Facilitator's Guide

### Unit 3: Implementing the CA CCSS in Civics and Government, Economics, and Geography

Section:	Learning Objectives and Four Core Disciplines
Slides/Pages:	1–3
Suggested Time:	10 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● Learning Objectives</li><li>● Four core disciplines of history/social studies</li></ul> <p><b>Preparation Notes:</b></p> <ul style="list-style-type: none"><li>● Familiarize yourself unit learning objective</li><li>● Read the handout.</li></ul> <p><b>Prepare handouts:</b></p> <ul style="list-style-type: none"><li>● Disciplinary Literacies</li></ul> <p><b>Presentation Notes:</b></p> <ul style="list-style-type: none"><li>● Refer to notes section of PowerPoint presentation for “Talking Points”</li></ul>	

## Group Facilitator's Guide

### Unit 3: Implementing the CA CCSS in Civics and Government, Economics, and Geography

Section:	Civics and Government
Slides/Pages:	4–8
Suggested Time:	30 minutes

**The section includes:**

- Civic Education Connections
- Civic Action Project
- Structured Academic Controversy

**Preparation Notes:**

- Be familiar civics and government standards.
- Read handouts, watch video, and review sample lessons on Web page:
  - [http://www.dda.deliberating.org/index.php?option=com\\_content&view=section&layout=blog&id=5&Itemid=37&lang=en](http://www.dda.deliberating.org/index.php?option=com_content&view=section&layout=blog&id=5&Itemid=37&lang=en)

**Prepare handouts:**

- Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subject (optional)
- Civic Action Project and Common Core State Standards
- Deliberating in a Democracy in the Americas and Common Core State Standards for English Language Arts

**Prepare Videos:**

- Watch “DDA Lesson Procedures Video” Run Time 9min
  - <http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656&scild=16168>
  - Also available at:  
[http://www.dda.deliberating.org/index.php?option=com\\_content&view=article&id=105&Itemid=58&lang=en](http://www.dda.deliberating.org/index.php?option=com_content&view=article&id=105&Itemid=58&lang=en)

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**Presentation Notes:**

- Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”
- Participants will reflect several times on this section. Allow for group discussion as time permits.

## Group Facilitator's Guide

### Unit 3: Implementing the CA CCSS in Civics and Government, Economics, and Geography

Section:	Economics
Slides/Pages:	9–10
Suggested Time:	40 minutes

**The section includes:**

- Economics and CA CCSS for ELA/Literacy

**Preparation Notes:**

- Be familiar with economic standards.
- Read handout and watch video and webinar.
- Review sample lessons on web pages:
  - <http://www.econedlink.org/ccss/>
  - <http://econworks.org/>

**Prepare handouts:**

- Common Core State Standards and Economics: Reading like a Detective, Writing like a Reporter, and Thinking like an Economist

**Prepare Video and Webinar:**

- Using Debate to Develop Critical Thinking and Speaking Skills (Run time 5:55)
  - <http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=508656&scild=16163>
  - Also available at <https://www.teachingchannel.org/videos/teaching-economics-with-debating>
- Optional Webinar: “CEE (Council for Economic Education) Connection to the CCSS Webinar” (Run time 30 min).
  - Available at <http://www.councilforeconed.org/resource/the-cee-connection-to-the-common-core-state-standards-webinar/>

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- Participants will reflect in this section. Allow for group discussion as time permits.



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**Unit 3: Implementing the CA CCSS in Civics and Government, Economics,  
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Section:	Geography
Slides/Pages:	11–12
Suggested Time:	30 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● Geography and CA CCSS for ELA/Literacy</li></ul> <p><b>Preparation Notes:</b></p> <ul style="list-style-type: none"><li>● Be familiar with geography concepts.</li><li>● Read handout and watch video.</li><li>● Review sample lesson on web pages:<ul style="list-style-type: none"><li>○ <a href="http://education.nationalgeographic.com/education/activity/god-grew-tired-of-us-mapping-migration-lost-boys/?ar_a=1">http://education.nationalgeographic.com/education/activity/god-grew-tired-of-us-mapping-migration-lost-boys/?ar_a=1</a></li></ul></li></ul> <p><b>Prepare handouts:</b></p> <ul style="list-style-type: none"><li>● What do we Mean by ‘Reading’ Maps” by Phil Gersmehl</li></ul> <p><b>Prepare Video and Webinar:</b></p> <ul style="list-style-type: none"><li>● Watch “Exploring Emigration: Maps and Migration” Run time 6:43.<ul style="list-style-type: none"><li>○ <a href="http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16165">http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&amp;scld=508656&amp;scild=16165</a></li><li>○ Also available at: <a href="https://www.teachingchannel.org/videos/teaching-human-migration">https://www.teachingchannel.org/videos/teaching-human-migration</a></li></ul></li></ul> <p><b>Presentation Notes:</b></p> <ul style="list-style-type: none"><li>● Refer to notes section of PowerPoint presentation for “Talking Points” and “Facilitator Notes”</li><li>● Participants will reflect in this section. Allow for group discussion as time permits.</li></ul>	

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**Unit 3: Implementing the CA CCSS in Civics and Government, Economics,  
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Section:	Unit Summary, Module Summary, Resources, and Post-Assessment
Slides/Pages:	11–12
Suggested Time:	30 minutes
<p><b>The section includes:</b></p> <ul style="list-style-type: none"><li>● Unit Summary</li><li>● Module Summary</li><li>● Module Resources</li><li>● Module Resources</li></ul> <p><b>Preparation Notes:</b></p> <ul style="list-style-type: none"><li>● Review materials from entire module.</li></ul> <p><b>Prepare handouts:</b></p> <ul style="list-style-type: none"><li>● Post-assessment</li></ul> <p><b>Presentation Notes:</b></p> <ul style="list-style-type: none"><li>● Refer to notes section of PowerPoint presentation for “Talking Points” and answers to post-assessment</li><li>● Participants will reflect in this section. Allow for group discussion as time permits.</li></ul>	

## **Independent User's Guide**

### **Navigation Guide**

Welcome to the CCSS Content Literacy in History/Social Studies, Grades Six through Twelve professional learning module. This module is designed so that you can complete the online version in approximately eight hours.

You are encouraged to take and adapt the reading and writing strategies presented in this module and collaborate on using them with your teaching colleagues. Encourage colleagues to go through the modules with you and after completing each unit, discuss what you have learned.

This module is comprised of four units:

**Unit 1: History/Social Studies and CA CCSS for ELA/Literacy 6–12**

**Unit 2: Close Reading in History/Social Studies**

**Unit 3: Implementing the CA CCSS in Civics and Government, Economics, and Geography**

The module also begins with a welcome, overview and pre-assessment and concludes with the module summary, post-assessment, and resource section.

You may progress through each of the unit in the order presented, however, it is designed for you to be able to focus on your areas of interest. If you prefer to focus on either early elementary, or upper elementary levels, it is recommended that you review go through Unit 1 initially. Then focus on the elements of Unit 2 and Unit 3 that most closely relate to your teaching assignment.

Each unit is self-navigating. Once you begin with section 1 of each of the units, you will be directed and prompted throughout the unit. However, you can also use the table of contents on the right panel to move about the module.

### **Materials**

- Computer or Mobile Device
- Speakers or Headphones
- Internet Connection
- Materials for Taking Notes
- Printer

### **Additional Resources**

Additional professional resources are included in the Resources section of the module.