FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

IB History HL

Date: May 2017
Course Length: 2 years
Proposed Grade Level(s): 11-12
Subject Area: Social Science
Grading: A-F
Credits: Social Science
CTE Sector / Pathway: N/A
Articulation Units: N/A

Prerequisite(s): Recommended “B” or higher in previous Social Science course

Intent to Pursue ‘A-G’ College Prep Status: Yes

COURSE DESCRIPTION:

IB History HL is a two-year course and includes seven in-depth units of study, as well as an independent historical investigation. In IB, history is an evidence-based discipline that is focused around six key concepts: change, causation, continuity, consequence, significance, and perspective. Students engage with a multiplicity of perspectives, interpret and evaluate source materials, and develop original lines of historical inquiry with the goal of gaining a deep understanding of the nature of humans and of the world today. IB History HL is designed to reinforce international-mindedness in students. Each unit involves studies of events in multiple nations and all units in the second year involve comparative case studies across global regions. Students are tasked with approaching events from contrasting perspectives and helping them to fulfill the IB Mission Statement that students become “lifelong learners who understand that other people, with their differences, can also be right.” IB History HL exists within a continuum of study that includes the Middle Years Program.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Goals:
The primary goal of IB History HL is to prepare students to take the IB exams at the end of their senior year. In order to do this, students will need detailed knowledge of the unit topics listed below, as well as a sophisticated skill set that allows them to think, act, and write like a historian.

Essential Questions:

- What are the skills employed by historians?
- What were the major causes of the US Civil War?
- To what extent was the US Civil War a watershed moment in the history of the United States?
- How did the country reunite after the US Civil War?
- How did the development of the Cold War affect the Americas?
- What were the effects of US involvement in Korea and Vietnam?
- How did US foreign policy during the Cold War change from the Truman administration to the Carter administration?
- What is needed to make a successful social movement?
• How did social movements in the Americas transform society?
• What was the nature of discrimination in Apartheid South Africa?
• What tactics did those against Apartheid implement and how successful were they?
• To what extent were leaders significant in protest movements?
• How do authoritarian governments gain power?
• What tools do authoritarians use to maintain power and control?
• What are the major types of war in the 20th century?
• How did war change with technology from 1900-2000?
• Were the effects of war always negative?

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.

Research to Build Knowledge
7. Conduct short, as well as more sustained research projects based on focused questions demonstrating an understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension and Collaboration
1. Prepare for, and participate effectively in a range of conversations and collaborations with diverse partners while building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS:

N/A

DETAILED UNITS OF INSTRUCTION:

Year 11 History of the Americas:

Students will study four in-depth units confined to the IB defined region of the Americas. This region includes North and South America. Where appropriate, units will require study of multiple countries in the region. The four units of study are chosen by the teachers from 18 options provided by IB. Detailed descriptions of the chosen units, taken from the IB subject guide, are listed below.

Independence Movements (1763-1830)
This unit focuses on the various forces that contributed to the rise of the independence movements, the similar and different paths that the movements followed, and the immediate effects of independence in the region. It explores the political, intellectual and military contributions of their leaders, and the sometimes contradictory views that shaped the emergence of the new nations.

- Independence movements in the Americas: political, economic, social, and religious causes; the influence of Enlightenment ideas; the role of foreign intervention; conflicts and issues leading to war.
- Political, intellectual, and military contributions of leaders to the process of independence: Washington, Bolivar and San Martin.
- United States: process leading to the Declaration of Independence; influence of ideas; nature of the declaration; military campaigns/battles and their impact on the outcome.
- Latin America: characteristics of the independence processes; reasons for the similarities and difference in two Latin American countries; military campaigns/battles and their impact on the outcome.
- Attitude of the United States towards Latin American independence; nature of and reasons for the Monroe Doctrine.
- Impact of independence on the economies and societies of the Americas: economic cost of the wars of independence; the establishment of new trade relations; impact on different social groups – specifically indigenous peoples, African Americans and Creoles.

**United States’ Civil War: Causes, course and effects (1840-77)**

This unit focuses on the United States’ Civil War between the North and the South (1861-1865) which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

- Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate – ideological, legal, religious, and economic arguments for and against slavery and their impact.
- Origins of the Civil War: the Nullification Crisis; States’ rights; sectionalism; slavery; political issues; economic differences between the North and South.
- Reasons for and effects of westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments including the Lincoln-Douglas debates and the Presidential election of 1860.
- Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns.
- Factors affecting the outcome of the Civil War; the role of foreign nations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War.
- Reconstruction: Presidential and Congressional plans; methods of southern resistance; economic, social, and political successes and failures.
- African Americans in the New South: legal issues; the black codes; Jim Crow laws.

**The Cold War and the Americas (1945-1981)**

This unit focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No Nation however, escaped the pressures of the Cold War which had a significant impact on the domestic and foreign policies of the countries of the region.
Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on
domestic and foreign policies of the United States; social and cultural impact of the Cold War.

Korean War, the United States and the Americas: reasons for participation; military developments;
diplomatic and political outcomes.

Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy;
repercussions for the region.

United States’ involvement in Vietnam: the reasons for and nature of the involvement at different stages;
domestic effects and the end of the war; Canadian non-support of the war; Latin American protest
against the war.

United States’ foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies;
implications for the region: Kennedy’s Alliance for Progress; Nixon’s covert operations and Chile;

Cold War in either Canada or one Latin America country: reasons for foreign and domestic policies and
their implementation.

Civil Rights and social movements in the Americas post-1945

This section examines the origins, nature, challenges, and achievements of Civil Rights and social movements
after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to
achieve equality for groups that were not recognized or accepted as full members of society; and they
challenged established authority and attitudes.

- Indigenous peoples and civil rights in the Americas.
- African Americans and the Civil Rights Movement: origins, tactics, and organizations; the US Supreme
  Court and legal challenges to segregations in education; ending of segregation in the south (1955-1980).
- Role of Dr. Martin Luther King Jr. in the Civil Rights Movement; the rise of radical African American
  activism (1965-1968); Black Panthers; Black Power and Malcolm X; role of government in Civil Rights
  Movement in the Americas.
- Feminist Movement in the Americas; reasons for emergence; impact and significance.
- Hispanic American movements in the United States; Cesar Chavez; immigration reform.
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter-
culture.

Year 12 20\textsuperscript{th} Centuries Global History:

In 12\textsuperscript{th} grade students study one prescribed subject and two world history topics chosen by the teacher from a
list provided by IB. The prescribed subject consists of two case-studies from different regions of the world and
is assessed in a document-based paper that allows students to show mastery of content and historical skills. The
two world history topics also cross global regions and assess students on their understanding of content and key
historical concepts.

\textit{Prescribed subject: Rights and protest}

This prescribed subject focuses on struggles for rights and freedoms in the mid-20\textsuperscript{th} century. Two case studies
are prescribed from two different regions of the world. Both of these case studies must be studied. The first
case study explores the civil rights movement in the US between 1954 and the pass of the Voting Rights Act in
1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the
years 1948-1964, beginning with the election of the National Party in 1948 and ending with the imprisonment
of Nelson Mandela and his co-defendants following the Rivonia trial in 1964.
Case study 1: Civil Rights Movement in the United States (1954-1965)

- Nature and characteristics of discrimination
  - Racism and violence against African Americans; the Ku Klux Klan; disenfranchisement.
  - Segregation and education; Brown versus Board of Education decision (1954); Little Rock (1957).
  - Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals.
- Protests and action
  - Non-violent protests; Montgomery bus boycott (1955-1956); Freedom Ridges (1961); Freedom Summer (1964).
  - Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965).
- The role and significance of key actors/groups
  - Key actors: Martin Luther King Jr.; Malcolm X; Lyndon B. Johnson.
  - Key groups: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims).

Case study 2: Apartheid South Africa (1948-1964)

- Nature and characteristics of discrimination
  - “Petty Apartheid” and “Grand Apartheid” legislation.
  - Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals.
- Protests and action
  - Non-violent protests: bus boycotts; defiance campaign, Freedom Charter.
  - Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle.
  - Official response: the Rivonia trial (1963-1964) and the imprisonment of the ANC leadership.
- The role and significance of key actors/groups
  - Key individuals: Nelson Mandela; Albert Luthuli
  - Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we Sizwe – “Spear of the Nation”)

World history topic: Authoritarian states (20th century)

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation, and maintenance of power including the impact of the leaders’ policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.

- Emergence of authoritarian states
  - Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system.
  - Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda.
- Consolidation and maintenance of power
  - Use of legal methods; use of force; charismatic leadership; dissemination of propaganda.
- The impact of the success and/or failure of foreign policy on the maintenance of power.

- Aims and results of policies
  - Aims and impact of domestic economic, political, cultural and social policies.
  - The impact of policies on women and minorities.
  - Authoritarian control and the extent to which it was achieved.

World History topic: Causes and effects of 20\textsuperscript{th} century wars

This topic focuses on the causes, practice and effects of war in the 20\textsuperscript{th} century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. Examination questions for this topic will require students to make reference to specific 20\textsuperscript{th}-century wars in their responses, and some examination questions will require discussion of wars from more than one region of the world.

- Causes of war
  - Economic, ideological, political, territorial and other causes.
  - Short- and long-term causes.

- Practices of war and their impact on the outcome
  - Types of war: civil wars; wars between states; guerilla wars.
  - Technological developments; theatres of war – air, land, and sea.
  - The extent of the mobilization of human and economic resources.
  - The influence and/or involvement of foreign powers.

- Effects of war
  - The successes and failures of peacemaking.
  - Territorial changes.
  - Political repercussions.
  - Economic, social, and demographic impact; changes in the role and states of women.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbook


\textit{Civil Rights and Social Movements in the Americas} by Vivienne Sanders, Hodder Education, (2013)

Resource Materials

N/A

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

10.5 Students analyze the causes and course of the First World War.
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

10.6 **Students analyze the effects of the First World War.**
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarianists.

10.7 **Students analyze the rise of totalitarian governments after World War I.**
1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8 **Students analyze the causes and consequences of World War II.**
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

10.9 **Students analyze the international developments in the post–World War II world.**
1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

4. Analyze the Chinese Civil War, the rise of Mao Tse-Tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
1. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

11.7 Students analyze America’s participation in World War II.
1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.9 Students analyze U.S. foreign policy since World War II.
1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
   • The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
   • The Truman Doctrine
   • The Berlin Blockade
   • The Korean War
   • The Bay of Pigs invasion and the Cuban Missile Crisis
   • Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
   • The Vietnam War
   • Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).

11.10 Students analyze the development of federal civil rights and voting rights.
1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, and Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

Common Core State Standards for Literacy in History/Social Studies (Grades 11-12)

Reading Standards for Literacy in History-Social Studies 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.
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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. 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 faction in Federalist No. 10).
5. 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.
6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
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.
8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies (Grades 11-12)

1. Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events.
   a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headlines), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
   e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitation of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from information texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

**DISTRICT ESLRS TO BE ADDRESSED:**

Students will be:

- **Self-Directed Learners:** Students will choose a topic in History to investigate and write about during their Internal Assessment.
- **Constructive Thinkers:** Students will analyze the common hurdles and challenges of the past and connect them with the challenges of the present.
- **Effective Communicators:** Students will communicate through discussion and written work.
- **Collaborative Workers:** Students will work together to understand the context and significance of various aspects of history.
- **Quality Producers/Performers:** Students will produce college-level historical work.
- **Responsible Citizens:** The course will support their work in CAS which requires students to serve within their community.