

High School History Literacy in Grades 9-12

Greetings High School Parents!

In Harford County Public Schools (HCPS), we are committed to ensuring that every child graduates having received an outstanding education. We know that you as parents are integral to this process and want you to know the role that the Maryland College and Career-Ready Standards (MCCRS) serve in the implementation of our curriculum.

What does it mean to be College and Career-Ready in History and Social Studies?

The Harford County Public Schools history curriculum integrates core principles from the disciplinary literacy standards of the MCCRS, which is comprised of a set of reading and writing expectations that sequentially prepare students to successfully gain admission to college and engage in the challenges of higher education and the workplace.

Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

Through the curriculum, the students will learn the critical content that they need to excel in history and social studies. They will use their literacy skills to demonstrate that knowledge.



What will lessons look like in the classroom?

Teachers are encouraged to create engaging and interactive lessons, integrating technology when appropriate. Our teachers provide the best environment for learning so that our children grow as learners but also gain the content and skills necessary to become productive members of our workforce and society.

How can you support your child at home?

As you review this brochure, think about ways you can support your child's learning at home. Over the course of child's high school career, he or she will need to take a minimum of three credits of coursework in social studies, one each in American Government, World History, and U.S. History. We need your help as we implement our curriculum and hold students to the highest standards of academic performance. Through a strong partnership with you, we will ensure that your child is fully prepared for success in school, work, and life.

Literacy in History and Social Studies

The MCCRS literacy standards work in tandem with the specific content demands outlined in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, thus focusing inquiry and research practices.

Literacy in history requires that students:

- Read texts closely to both determine explicit information in the text as well as draw logical inferences.
- Cite specific textual evidence when writing or speaking to support conclusions.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Prepare for and participate effectively in a range of conversations and collaborations.

C3 Social Studies Framework

A Sample of What Your Child May Learn in 9th and 10th Grades

READING

Key Ideas and Details

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- Analyze documents of historical and literary significance including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

- By the end of grade 10, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

Text Types and Purposes

- Write arguments focused on *discipline-specific content* by including precise claims, distinguishing the claim(s) from alternate or opposing claims, and creating an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Write informative/explanatory texts, including the narration of historical events. Develop a topic with well-chosen, relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- 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.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 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.

A Sample of What Your Child May Learn in 11th and 12th Grades

READING

Key Ideas and Details

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

- Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
- Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

- By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

WRITING

Text Types and Purposes

- Write arguments focused on *discipline-specific content*. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Write informative/explanatory texts, including the narration of historical events. 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.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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.

Research to Build and Present Knowledge

- 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.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations 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.
- Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

- 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.

Parent Checklist for Supporting Your High School Student in History

- Have a positive attitude toward history, social studies, and civic life.
- Set high expectations in academic, social, and community life.
- Discuss the historical events and concepts being learned in class.
- Go on family field trips to historical landmarks in Bel Air, Baltimore, and Washington, D.C.
- Read about current events from multiple sources and compare to the way these events are presented in other forms of media, such as television news.
- Create quiet work spaces at home for study, writing, reading, and research as it relates to learning in history.
- Allow access to computers and other appropriate technology when doing research and creating written products and presentations.
- Allow your child to argue a viewpoint with relevant evidence and demonstrate a response with your own evidence.
- Demonstrate that you use Standard English in writing and speaking when appropriate.
- Demonstrate an appreciation of geography and relate your knowledge of location to current and historical events.



What history-related assessments and advanced courses might my child take during the 2014-15 school year?

Government	High School Assessment (Graduation Requirement)
AP Courses	World History, European History, United States History, American Government and Politics, Psychology, Human Geography, Comparative Government and Politics, Microeconomics, and Macroeconomics



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