



Alignment with Common Core Standards

The activities and exercises included in the Juristac Curriculum Resources Page are aligned with the English Language Arts (ELA) and History/Social Studies Common Core State Standards. In these activities, you will find opportunities to engage your students in meaningful research into local history, reflective discussion, critical thinking, and persuasive writing. In this document you will find a detailed list of standards aligned with the activities and a chart outlining which standards are covered by each assignment.

Grades 9-10

Reading – Informational Texts; Grades 9-10; 3 (CCSS.ELA-Literacy.RI.9-10.3) 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.

Reading – Informational Texts; Grades 9-10; 4 (CCSS.ELA-Literacy.RI.9-10.4) 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).

Reading – Informational Texts; Grades 9-10; 6 (CCSS.ELA-Literacy.RI.9-10.6) 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.

Writing, Grades 9-10; 1.A (CCSS.ELA-Literacy.WHST.9-10.1.a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Writing; Grades 9-10; 1.B (CCSS.ELA-Literacy.WHST.9-10.1.B) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Speaking and Listening; Grades 9-10; 1.A (CCSS.ELA-Literacy.SL.9-10.1.A) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Speaking and Listening; Grades 9-10; 1.D (CCSS.ELA-Literacy.SL.9-10.1.D) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Speaking and Listening; Grade 9-10; 3 (CCSS.ELA-Literacy.SL.9-10.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

History/Social Studies; Grades 9-10; 6 (CCSS.ELA-Literacy.RH.9-10.6) 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.

History/Social Studies; Grades 9-10; 2 (CCSS.ELA-Literacy.RH.9-10.2) 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.

History/Social Studies; Grades 9-10; 4 (CCSS.ELA-Literacy.RH.9-10.4) 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.

History/Social Studies; Grades 9-10; 8 (CCSS.ELA-Literacy.RH.9-10.8) Assess the extent to which the reasoning and evidence in a text support the author's claims.

Grades 11-12

Reading – Informational Texts; Grades 11-12; 4 (CCSS.ELA-Literacy.RI.11-12.4) 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 (e.g., how Madison defines faction in Federalist No. 10).

Reading – Informational Texts; Grades 11-12; 5 (CCSS.ELA-Literacy.RI.11-12.5) 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.

Reading – Informational Texts; Grades 11-12; 6 (CCSS.ELA-Literacy.RI.11-12.6) 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.

Writing; Grades 11-12; 1.A (CCSS.ELA-Literacy.WHST.11-12.1.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.

Writing; Grades 11-12; 4 (CCSS.ELA-Literacy.WHST.11-12.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening; Grades 11-12; 1.C (CCSS.ELA-Literacy.SL.11-12.1.C) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.

Speaking and Listening; Grades 11-12; 1.D (CCSS.ELA-Literacy.SL.11-12.1.D) Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

History/Social Studies; Grades 11-12; 2 (CCSS.ELA-Literacy.RH.11-12.2) 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.

History/Social Studies; Grades 11-12; 6 (CCSS.ELA-Literacy.RH.11-12.6) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.

History/Social Studies; Grades 11-12; 9 (CCSS.ELA-Literacy.RH.11-12.9) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies; Grades 11-12; 4 (CCSS.ELA-Literacy.RH.11-12.4) 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).

What standards do these activities cover?

Grades 9-10

	CCSS.ELA-Literacy.RI.9-10.3	CCSS.ELA-Literacy.RL.9-10.4	CCSS.ELA-Literacy.RL.9-10.6	CCSS.ELA-Literacy.WHST.9-10.1.a	CCSS.ELA-Literacy.WHST.9-10.1.B	CCSS.ELA-Literacy.SL.9-10.1.A	CCSS.ELA-Literacy.SL.9-10.1.D	CCSS.ELA-Literacy.SL.9-10.3	CCSS.ELA-Literacy.RH.9-10.6	CCSS.ELA-Literacy.RH.9-10.2	CCSS.ELA-Literacy.RH.9-10.4	CCSS.ELA-Literacy.RH.9-10.8
Film discussion		x	x			x	x	x			x	
Letters to the Editor	x		x	x	x	x	x					x
Voices from the Walk	x	x	x			x	x	x		x	x	
Mapping your location						x	x		x	x		
Amah Mutsun Stewardship	x	x	x			x	x		x	x	x	x
Land Tenure at Juristac	x	x	x	x					x	x	x	x

Grades 11-12

	CCSS.ELA-Literacy.RI.11-12.4	CCSS.ELA-Literacy.RI.11-12.5	CCSS.ELA-Literacy.RI.11-12.6	CCSS.ELA-Literacy.WHST.11-12.1.a	CCSS.ELA-Literacy.WHST.11-12.4	CCSS.ELA-Literacy.SL.11-12.1.C	CCSS.ELA-Literacy.SL.11-12.1.D	CCSS.ELA-Literacy.RH.11-12.2	CCSS.ELA-Literacy.RH.11-12.6	CCSS.ELA-Literacy.RH.11-12.9	CCSS.ELA-Literacy.RH.11-12.4
Film discussion	x					x	x				x
Letters to the Editor		x	x	x	x		x				
Voices from the Walk	x		x			x	x	x	x		x
Mapping your location						x	x	x	x	x	
Amah Mutsun Stewardship	x		x		x					x	x
Land Tenure at Juristac	x		x			x	x			x	x