

Native Minnesota: Dakota & Ojibwe Homeland Primary Source Packet: Grades 6-12 Standards Connections

TABLE OF CONTENTS

Pages	Bookmarks to standards that are supported in this kit	Links to all K-12 Standards
1-2	Minnesota K-12 Academic Standards in Social Studies	Social Studies (Minnesota Department of Education—Social Studies)
3-5	Minnesota K-12 Academic Standards in ELA	English Language Arts (Minnesota Department of Education—English Language Arts)
6	Minnesota K-12 Academic Standards in Arts	Arts (Minnesota Department of Education—Arts)
6-8	The College, Career, and Civic Life (C3) Framework...	The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12
8-10	The Common Core State Standards for English Language Arts & Literacy in...	Common Core State Standards for english language arts & literacy in history/social studies, science, and technical subjects

Grade	Code	Minnesota K-12 Academic Standards in Social Studies
6	6.1.6.1	Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.
	6.2.11.1	Describe the movement of goods and services, resources and money through markets at the community, national and global level.
	6.3.15.1	Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.
	6.4.18.1	Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the precontact period.
	6.4.18.2	Describe the varied and diverse interactions of Indigenous people, European/American traders and settler-colonists in the upper Mississippi River region. Examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.
	6.4.19.2	Identify and describe diverse and conflicting points of view about treaty-making, including the unequal power dynamics that shaped the treaty-making process.
	6.4.19.3	Examine conflicting narratives about the United States-Dakota War of 1862. Analyze the perspectives of settlers and Dakota people before, during and after the war. Identify the narratives that are absent.
	6.5.24.1	Examine how and why the Minnesota landscape has been shaped by people.
7	6.5.24.2	Identify individuals, community organizations, businesses and corporations that make their community in Minnesota unique. Analyze how these groups do community building efforts, specifically by racialized and marginalized groups/individuals in Minnesota.
	7.1.6.1	Explain the impacts of treaties and policies from the perspectives of the United States and Tribal Nations. Analyze ways in which Tribal Nations are seeking to enforce treaty rights.
	7.3.13.2.	Investigate spatial questions to make claims and support them with evidence from maps.
	7.3.14.1	Describe how physical and human characteristics and power structures influence the function of places over time.

	7.3.17.1	Evaluate political, economic, spatial and historical perspectives used to justify the displacement/removal of Indigenous peoples throughout the past in the United States.
8	8.3.14.1	Explain how physical and human characteristics influence how people live in different places.
	8.3.17.1	Ask and answer questions about how physical and human characteristics influence their sense of place and that of others.
	8.5.25.1	Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.
9-12	9.1.6.1	Evaluate the unique political status of Tribal Nations in relation to the United States.
	9.2.7.1	Use economic analysis to explore an economic question.
	9.3.14.3	Describe patterns of production and consumption of agricultural commodities that are traded among nations.
	9.3.15.7	Describe the effects of sovereignty, nationalism and supranationalism on the establishment of political boundaries and economic activities.
	9.3.17.1	Investigate multiple identities based on location, place, culture and in relation to others.
	9.3.17.2	Analyze how sense of place has changed over time and how people are reclaiming their sense of place.
	9.3.17.4	Evaluate the impact of spatial decisions on policies affecting historically marginalized communities of color and Indigenous nations and take action to affect policy.
	9.4.18.8	U.S. History Era 1: Indigenous Histories. Examine multiple Indigenous narratives about early North American history.
	9.4.20.1	World History Era 1: Early Human History (250,000 BCE–2,000 BCE). Interpret surviving evidence about early human history and discern what we can and cannot know about early humans from these sources.
	9.4.20.7	U.S. History Era 1: Indigenous Histories. Interpret a variety of historical sources (including objects, artistic works, written accounts and oral narratives) in order to develop a nuanced understanding of the multiple, diverse and complex societies in North America before European colonialism.
	9.4.20.12	U.S. History Era 6: Migration, Imperialism and Inequality. Interpret historical sources created by North American Indigenous peoples and other colonized peoples (such as Cubans, Filipinos, Puerto Ricans, Hawaiians, etc.) in order to examine the response to changes in federal Indian policy and/or foreign policy, especially regarding migration, forced removal, sovereignty, land ownership, education, religion and assimilation. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
	9.4.21.1	World History Era 1: Early Human History (250,000 BCE–2,000 BCE). Explain the interrelationship between the emergence of domestication and agriculture, the development of complex societies and the environment and climate.
	9.4.21.2	World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE). Create an argument about the emergence and characteristics of complex societies, the development of new technologies and the impact of human society on the Environment.
	9.4.21.3	World History Era 3: Interregional Networks and Exchange (700–1500). Construct a narrative account about the emergence and expansion of Indigenous societies in the Americas and/or trade networks between multiple Indigenous societies in the Americas, using historical sources.
	9.4.21.8	U.S. History Era 1: Indigenous Histories. Construct an argument about Indigenous history before European colonialism, using multiple sources.
	9.4.21.9	U.S. History Era 2: Settler Colonialism and Atlantic Slavery. Describe the ways that Indigenous peoples managed the environment before European colonialism. Examine the impact of capitalism on those ways of environmental management as well as global trade networks.
	9.4.22.7	U.S. History Era 1: Indigenous Histories. Examine the survival of Indigenous nations in the contemporary world. Examine how Indigenous people have contested narratives of erasure that have silenced their histories.

Grade	Code	Minnesota K-12 Academic Standards in ELA
6	6.1.5.3	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
	6.2.4.1	Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years.
	6.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.
	6.2.5.1	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain-specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
	6.2.7.1	Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.
	6.2.7.2	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoid plagiarism, and share findings in writing.
	6.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.
	6.3.1.2	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.
	6.3.3.2	Create and share, individually or in a collaborative group, an informative multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
7	7.1.5.3	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
	7.2.4.2	Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years.
	7.2.5.1	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
	7.2.7.1	Formulate self-generated questions that narrow or broaden the inquiry when appropriate.
	7.2.7.2	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
	7.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Acknowledge and elaborate on others' ideas. b. Use tools to collaborate with others both synchronously and asynchronously. c. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.
	7.3.1.2	Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion.
	7.3.3.2	Create and share, individually or in a collaborative group, an artistic or entertaining multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
8	8.1.5.3	Compare and contrast the ideas/information conveyed through illustrations, graphics and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.
	8.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
	8.2.2.2	Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.

	8.2.4.1	Write to argue, clarifying the relationship among claims and evidence in both argument and counterargument, building on skills from previous years.
	8.2.4.2	Write to persuade, clarify the relationship between opinions and supporting facts, building on skills from previous years.
	8.2.5.1	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
	8.2.7.1	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
	8.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
	8.3.1.1	Exchange ideas through storytelling, discussion and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented. b. Use tools to collaborate with others both synchronously and asynchronously. c. Work toward a shared goal.
	8.3.3.2	Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
9	9.1.6.2	Examine the impact of a text's publishing date on its current validity and credibility in literature, social studies or science.
	9.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
	9.1.9.2	Evaluate perspective, bias, credibility, relevancy and sufficiency of sources, accessing additional sources as needed.
	9.2.2.2	Write to reflect how personal identities and the intersection of identities inform perspective.
	9.2.4.1	Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
	9.2.4.2	Write to persuade, considering and addressing other perspectives, building on skills from previous years.
	9.2.5.1	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
	9.2.7.1	Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.
	9.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of the subject of investigation, and share findings in writing.
	9.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives. a. Exchange ideas on grade 9 topics, texts and issues from social studies and science. b. Elaborating on others' ideas and summarizing points of agreement and disagreement. c. Work toward a shared goal by building consensus and integrating divergent views. d. Use teacher-provided models of conflict resolution.
	9.3.3.2	Create and share, individually or in a collaborative group, a piece of digital work or digital communication designed for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.
10	10.1.6.2	Analyze the impact of a text's publishing date on its current validity and credibility in literature, social studies or science.
	10.1.8.2	Analyze the impact of specific word choices, including word origins that allude to culture, time period or geography, in informational text.

	10.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.
	10.1.9.2	Make critical choices about information sources to use based on perspective, biases, credibility and relevancy.
	10.2.4.1	Write to argue, basing argument and counter-argument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.
	10.2.4.2	Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.
	10.2.5.1	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
	10.2.7.1	Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation.
	10.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
	10.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 10 topics, texts and issues from social studies and science. b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. d. Develop conflict resolution strategies.
	10.3.3.2	Create, share and present, individually or in a collaborative group, a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific purpose; publish work, considering audience, demonstrating understanding of digital footprint.
11-12	11.1.8.2	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
	11.2.2.2	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
	11.2.4.1	Write to argue, basing argument and counter-argument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.
	11.2.4.2	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
	11.2.5.1	Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
	11.2.7.1	Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.
	11.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 11–12 topics, texts and issues from social studies and science. b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. d. Develop a shared vision and goal in seeking diverse perspectives from the wider world (e.g., experts from the local community or students from other schools, towns, states or countries). e. Employ conflict resolution strategies.
	11.3.3.2	Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.

Grade	Code	Minnesota K-12 Academic Standards in Arts
6	5.6.4.8.1	Analyze multiple ways that images influence specific audiences.
	5.6.4.7.1	Compare different interpretations of a work of art.
	5.6.5.10.1	Identify how art reflects changing times, traditions, resources, and cultural uses, including those of Minnesota American Indian tribes and communities.
7	5.7.4.8.1	Analyze ways cultures influence representation of ideas, emotions, and actions.
	5.7.5.10.1	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
8	5.8.4.7.1	Explain how personal preferences and aesthetic choices impact both the creation and perception of artwork.
	5.8.5.10.1	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.
9-12	5.9.4.7.1	Construct multiple interpretations of an artwork.
	5.9.4.8.1	Evaluate the impact of an artwork to influence ideas, feelings and behaviors of specific audiences.
	5.9.5.10.1	Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.

Grade	Code	The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History
8		(By the end of Grade 8)
	D1.5.6-8	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
	D2.Civ.3.6-8	Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
	D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people’s lives.
	D2.Civ.14.6-8	Compare historical and contemporary means of changing societies, and promoting the common good.
	D2.Eco.1.6-8	Explain how economic decisions affect the well-being of individuals, businesses, and society.
	D2.Geo.3.6-8	Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
	D2.Geo.4.6-8	Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
	D2.Geo.6.6-8	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
	D2.Geo.8.6-8	Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
	D2.His.3.6-8	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
	D2.His.4.6-8	Analyze multiple factors that influenced the perspectives of people during different historical eras.
	D2.His.6.6-8	Analyze how people’s perspectives influenced what information is available in the historical sources they created.
	D2.His.10.6-8	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

	D2.His.11.6-8	Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
	D2.His.12.6-8	Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
	D2.His.13.6-8	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
	D2.His.14.6-8	Explain multiple causes and effects of events and developments in the past.
	D2.His.15.6-8	Evaluate the relative influence of various causes of events and developments in the past.
	D2.His.16.6-8	Organize applicable evidence into a coherent argument about the past.
	D3.2.6-8	Evaluate the credibility of a source by determining its relevance and intended use.
	D3.3.6-8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
9-12	D4.1.6-8	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
		(By the end of Grade 12)
	D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
	D2.Civ.3.9-12	Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
	D2.Civ.6.9-12	Critique relationships among governments, civil societies, and economic markets.
	D2.Civ.14.9-12	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
	D2.Eco.1.9-12	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
	D2.Geo.3.9-12	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
	D2.Geo.4.9-12	Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
	D2.Geo.6.9-12	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
	D2.Geo.8.9-12	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
	D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
	D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
	D2.His.6.9-12	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
	D2.His.7.9-12	Explain how the perspectives of people in the present shape interpretations of the past.
	D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
	D2.His.10.9-12	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
	D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
	D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
	D2.His.13.9-12	Critique the appropriateness of the historical sources used in a secondary interpretation.

	D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
	D2.His.15.9-12	Distinguish between long-term causes and triggering events in developing a historical argument.
	D2.His.16.9-12	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Grade	The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
6	Writing Standards 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study 3. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
7	Writing Standards 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
8	Writing Standards 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions for further research and investigation.

	Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, (Grades 6-8) 1. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 2. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 3. Draw evidence from informational texts to support analysis, reflection, and research.
9-10	Writing Standards 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, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. 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. Speaking and Listening Standards 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 1. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 2. 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. 3. Draw evidence from informational texts to support analysis, reflection, and research.
11-12	Writing Standards 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, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. 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.

Speaking and Listening Standards

- 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- 1. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 2. 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.
- 3. Draw evidence from informational texts to support analysis, reflection, and research.