

War Photographs, 1861-2011 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 for Social Studies	Social Studies (Minnesota Department of Education- Social Studies)
2-5	Minnesota K-12 Academic Standards for ELA	English Language Arts (Minnesota Department of Education- ELA)
5-6	Minnesota K-12 Academic Standards in Art Education	Arts (Minnesota Department of Education- Arts)
6-7	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
7-10	Common Core State Standards for ELA and Literacy in Social Studies...	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
10-11	National Core Arts Standards	National Core Arts Standards

Grade	Code	Minnesota K-12 Academic Standards for Social Studies
6	6.4.18.3	Describe how people in Minnesota participated in the institution of slavery, abolition and the U.S. Civil War, identifying examples of change and continuity.
	6.4.18.5	Identify multiple narratives about how World War II and the Cold War impacted Minnesotans.
7	7.1.5.1	Explain how political parties, interest groups, various types of media and public opinion shape public policy formation.
	7.2.7.1	Using cost-benefit analysis, analyze the opportunity cost of a decision made in U.S. history during times of war.
	7.3.14.1	Describe how physical and human characteristics and power structures influence the function of places over time.
	7.4.19.2	Analyze multiple perspectives (social, political, economic) about the Cold War and describe why some perspectives may have changed over time.
	7.4.21.3	Create a timeline of major technological, economic and/or social changes in the United States since the mid-20th century. Analyze the intended and unintended impact of those changes. Evaluate the relative influence of various causes of events and developments.
8	7.5.24.1	Examine the goals and actions of community groups, organizations and other freedom movements that fought against injustices (i.e., local, national and global).
	8.1.5.1	Explain why governments belong to different types of alliances and international organizations and describe how they influence public policy.
9-12	8.3.14.1	Explain how physical and human characteristics influence how people live in different places.
	9.1.1.3	Curate and evaluate various sources of information and forms of political persuasion, including digital, for validity, accuracy, ideology, emotional appeals, bias and prejudice.
9-12	9.1.2.3	Analyze current tensions between the government's dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights and the tension between liberty and equality at all levels.

	9.1.3.2	Explain the scope and limits of rights protected by the First and Second Amendments. Explain changes created by legislative action and court interpretation.
	9.1.3.6	Explain the responsibilities and duties for all individuals in a republic.
	9.1.4.2	Analyze the purposes, organization, functions and processes of the legislative branch as enumerated in Article 1 of the U.S. Constitution.
	9.1.4.10	Explain how individuals, corporations, cooperatives, labor, civic and/or other groups influence United States foreign policy.
	9.1.5.2	Analyze the role of interest groups, various types of media and public opinion on the political process and public policy formation.
	9.2.8.1	Describe the opportunity cost of a choice and analyze the consequences of a specific choice, both intended and unintended.
	9.4.18.7	World History Era 6: The New Global Era (1900–Present). Identify how ideas and norms about gender and sexuality have changed over time and how members of the LGBTQ+ community have advocated for gender equality and equity.
	9.4.19.13	U.S. History Era 7: U.S. and the World. Analyze how historical developments shaped and continue to shape people's perspectives about the Cold War, capitalism, socialism and communism on a global scale and in the United States.
	9.4.20.14	U.S. History Era 8: Civil Rights Struggles. Interpret how new media (e.g., television, internet and social media) and new technologies (such as computers and drones) have influenced the creation, interpretation and memory of historical events.
	9.5.23.1	Analyze how the definitions, identifications and understanding of racial and ethnic groups have changed over time as a result of politics.

Grade	Code	Minnesota K-12 Academic Standards for 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.
	6.1.9.1	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
	6.1.9.2	Evaluate perspective, credibility and relevancy of sources related to task and purpose.
	6.2.4.1	Write to argue, articulating 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, avoiding 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.
	7.1.9.1	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
	7.1.9.2	Evaluate perspective, credibility, relevancy and sufficiency of sources related to task and purpose.
	7.2.4.1	Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years.
	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.
	7.2.5.2	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
	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.
8	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.
	8.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
	8.1.9.2	Evaluate perspective, bias, credibility, relevancy and sufficiency of sources related to task and purpose (e.g., purpose/motive of author or source).
	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, clarifying 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.
	8.3.1.1	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.
	8.3.1.2	Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion.
	8.3.3.1	Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices.

	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	9.1.9.2	Evaluate perspective, bias, credibility, relevancy and sufficiency of sources, accessing additional sources as needed.
	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 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.
	9.3.1.2	Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.
	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	10.2.2.2	Write to represent personal perspective, identity and voice as a member of a global community.
	10.2.4.1	Write to argue, basing argument and counterargument, 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.
	10.3.1.2	Extend conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and

	10.3.3.2	clarify, verify or challenge ideas and conclusions, demonstrating preparation for the discussion. 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.
	11.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audiovisual elements) when applicable.
	11.2.4.1	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, 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.
	11.3.1.2	Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.
	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 Art Education
6	2.6.5.10.1	Explain how media artworks relate to and impact personal, societal, cultural, historical, and community situations.
	5.6.4.8.1	Analyze multiple ways that images influence specific audiences.
7	2.7.4.7.1	Analyze how messages change due to multiple approaches in producing media artworks and how they affect audience experience.
	2.7.4.10.1	Analyze how response to media art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
	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	2.8.5.9.1	Evaluate the cycle of producing media artworks to make meaning of and respond to local and global events, and the power of media arts to affect social change.
	2.8.5.10.1	Explain different ways media arts are used to represent, establish, reinforce, and reflect culture or group identity.
	5.8.5.10.1	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

High School	2.9.5.10.1	Synthesize how media arts represent, establish, reinforce, and reflect culture or group identity.
	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)
	D2.Civ.1.6-8.	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
	D2.Civ.2.6-8.	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
	D2.Civ.6.6-8.	Describe the roles of political, civil, and economic organizations in shaping people’s lives.
	D2.Civ.10.6-8.	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
	D2.Eco.1.6-8.	Explain how economic decisions affect the well-being of individuals, businesses, and society.
	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.7.6-8.	Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
	D2.His.1.6-8.	Analyze connections among events and developments in broader historical contexts.
	D2.His.2.6-8.	Classify series of historical events and developments as examples of change and/or continuity.
	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.5.6-8.	Explain how and why perspectives of people have changed over time.
	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.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.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.
12		(By the end of Grade 12)
	D2.Civ.1.9-12.	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

	D2.Civ.2.9-12.	Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
	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.4.9-12.	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
	D2.Civ.5.9-12.	Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
	D2.Civ.8.9-12.	Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
	D2.Civ.10.9-1.	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
	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.5.9-12.	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
	D2.His.1.9-12.	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
	D2.His.2.9-12.	Analyze change and continuity in historical eras.
	D2.His.4.9-12.	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
	D2.His.5.9-12.	Analyze how historical contexts shaped and continue to shape people's perspectives.
	D2.His.6.9-12.	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
	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.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.14.9-12.	Analyze multiple and complex causes and effects of events in the past.
	D2.His.16.9-12.	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Grade	Common Core State Standards for ELA and Literacy in 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. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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.
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. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 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 arguments focused on discipline-specific content.

	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. 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. 5. 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. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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 arguments focused on discipline-specific content. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. 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.
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. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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 arguments focused on discipline-specific content.
	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	4. 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.

Grade	Code	National Core Arts Standards
6	MA.Re7.1.6.a	Identify, describe, and analyze how message and meaning are created by components in media artworks.
	MA.Re8.1.6.a	Analyze the intent of a variety of media artworks.
	MA.Cn10.1.6.b	Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.
	MA.Cn11.1.6.a	Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.
7	MA.Re7.1.7.a	Describe, compare, and analyze the qualities of and relationships between the components in media artworks.
	MA.Re8.1.7.a	Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.
	MA.Cn10.1.7.b	Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.
8	MA.Re8.1.7.a	Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.
	MA.Re8.1.8.a	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.
	MA.Cn.10.1.8.b	Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.
	MA.Cn11.1.8.a	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.
High School	MA.Re7.1.HSI.a	Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
	MA.Re8.1.HSII.a	Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical and cultural contexts.
	MA.Cn10.1.HSI.b	Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.
	MA.Cn11.1.HSI.a	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.