

**Common Core State Standards for Literacy in History/Social Studies
Correlation to the Oklahoma Social Studies PASS**

Grade	Strand	Standard #	Standard	High School Oklahoma History PASS Match(es)	High School United States Government PASS Match(es)	High School United States History PASS Match(es)	High School World Geography PASS Match(es)	High School World History PASS Match(es)
Reading for Literacy in History/Social Studies								
<i>Ninth and Tenth Grades</i>								
9-10	R.H	1	CC.9-10.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	OKH1.1 OKH1.2	USG1.1	USH1.1		WH1.1
9-10	R.H	2	CC.9-10.R.H.2 Key Ideas and Details: 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.	OKH1.1 OKH1.2	USG1.1	USH1.1		WH1.1
9-10	R.H	3	CC.9-10.R.H.3 Key Ideas and Details: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	OKH1.4	USG6.0.			
9-10	R.H	4	CC.9-10.R.H.4 Craft and Structure: 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.					
9-10	R.H	5	CC.9-10.R.H.5 Craft and Structure: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis					
9-10	R.H	6	CC.9-10.R.H.6 Craft and Structure: 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.		USG1.3	USH1.2	WH1.2	
9-10	R.H	7	CC.9-10.R.H.7 Integration of Knowledge and Ideas: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.					
9-10	R.H	8	CC.9-10.R.H.8 Integration of Knowledge and Ideas: Assess the extent to which the reasoning and evidence in a text support the author's claims.					
9-10	R.H	9	CC.9-10.R.H.9 Integration of Knowledge and Ideas: Compare and contrast treatments of the same topic in several primary and secondary sources.					
9-10	R.H	10	CC.9-10.R.H.10 Range of Reading and Level of Text Complexity: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.					
<i>Eleventh and Twelfth Grades</i>								
11-12	R.H	1	CC.11-12.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	OKH1.1 OKH1.2	USG1.1	USH1.1		WH1.1

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11-12	R.H	2	CC.11-12.R.H.2 Key Ideas and Details: 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.	OKH1.1 OKH1.2	USG1.1	USH1.1		WH1.1
11-12	R.H	3	CC.11-12.R.H.3 Key Ideas and Details: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.					
11-12	R.H	4	CC.11-12.R.H.4 Craft and Structure: 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).					
11-12	R.H	5	CC.11-12.R.H.5 Craft and Structure: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.		USG6.0			
11-12	R.H	6	CC.11-12.R.H.6 Craft and Structure: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.		USG1.3	USH1.2		
11-12	R.H	7	CC.11-12.R.H.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.		USG1.2	USH1.5	WG1.0 WG6.0	WH1.2
11-12	R.H	8	CC.11-12.R.H.8 Integration of Knowledge and Ideas: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.			USH1.2		WH1.2
11-12	R.H	9	CC.11-12.R.H.9 Integration of Knowledge and Ideas: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.					
11-12	R.H	10	CC.11-12.R.H.10 Range of Reading and Level of Text Complexity: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.					
Writing for Literacy in History/Social Studies, Science, and Technical Subjects								
<i>Ninth and Tenth Grades</i>								
9-10	W.HST	1	CC.9-10.W.HST.1 Text Types and Purposes: Write arguments focused on discipline-specific content.		USG1.4	USH1.6		

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9-10	W.HST	1.a	CC.9-10.W.HST.1.a Text Types and Purposes: 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.					
9-10	W.HST	1.b	CC.9-10.W.HST.1.b Text Types and Purposes: 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.					
9-10	W.HST	1.c	CC.9-10.W.HST.1.c Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.					
9-10	W.HST	1.d	CC.9-10.W.HST.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					
9-10	W.HST	1.e	CC.9-10.W.HST.1.e Text Types and Purposes: Provide a concluding statement or section that follows from or supports the argument presented.					
9-10	W.HST	2	CC.9-10.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.			USH1.6		
9-10	W.HST	2.a	CC.9-10.W.HST.2.a Text Types and Purposes: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.					
9-10	W.HST	2.b	CC.9-10.W.HST.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.					
9-10	W.HST	2.c	CC.9-10.W.HST.2.c Text Types and Purposes: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.					
9-10	W.HST	2.d	CC.9-10.W.HST.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.					

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9-10	W.HST	2.e	CC.9-10.W.HST.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					
9-10	W.HST	2.f	CC.9-10.W.HST.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).					
9-10	W.HST	4	CC.9-10.W.HST.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
9-10	W.HST	5	CC.9-10.W.HST.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.					
9-10	W.HST	6	CC.9-10.W.HST.6 Production and Distribution of Writing: 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.					
9-10	W.HST	7	CC.9-10.W.HST.7 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.					
9-10	W.HST	8	CC.9-10.W.HST.8 Research to Build and Present Knowledge: 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.					
9-10	W.HST	9	CC.9-10.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.	OKH1.3				
9-10	W.HST	10	CC.9-10.W.HST.10 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.					

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<i>Eleventh and Twelfth Grades</i>								
11-12	W.HST	1	CC.11-12.W.HST.1 Text Types and Purposes: Write arguments focused on discipline-specific content.		USG1.4	USH1.6		
11-12	W.HST	1.a	CC.11-12.W.HST.1.a Text Types and Purposes: 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.					
11-12	W.HST	1.b	CC.11-12.W.HST.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.					
11-12	W.HST	1.c	CC.11-12.W.HST.1.c Text Types and Purposes: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.					
11-12	W.HST	1.d	CC.11-12.W.HST.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					
11-12	W.HST	1.e	CC.11-12.W.HST.1.e Text Types and Purposes: Provide a concluding statement or section that follows from or supports the argument presented.					
11-12	W.HST	2	CC.11-12.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.					
11-12	W.HST	2.a	CC.11-12.W.HST.2.a Text Types and Purposes: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.					
11-12	W.HST	2.b	CC.11-12.W.HST.2.b Text Types and Purposes: 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.					

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11-12	W.HST	2.c	CC.11-12.W.HST.2.c Text Types and Purposes: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.					
11-12	W.HST	2.d	CC.11-12.W.HST.2.d Text Types and Purposes: Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.					
11-12	W.HST	2.e	CC.11-12.W.HST.2.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).					
11-12	W.HST	4	CC.11-12.W.HST.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
11-12	W.HST	5	CC.11-12.W.HST.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.					
11-12	W.HST	6	CC.11-12.W.HST.6 Production and Distribution of Writing: 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.					
11-12	W.HST	7	CC.11-12.W.HST.7 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.					
11-12	W.HST	8	CC.11-12.W.HST.8 Research to Build and Present Knowledge: 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.					
11-12	W.HST	9	CC.11-12.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.	OKH1.3				

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