

Women's Long Road- 100 Years to the Vote Teacher Materials

Common Core Standards and Maine Learning Results

Where standards are specific to grade levels, they have been broken into different line items. Although the lessons are designed for target age groups, this chart shows any overlaps in case the lessons are used with different grade levels. This chart focuses on state and national standards for grades 4-8, though teachers are encouraged to adapt the content to meet their class needs.

COMMON CORE STATE STANDARDS	Lesson 1	Lesson 2	Lesson 3
Grades 6-12 Literacy in History/Social Studies			
CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	✓	✓	✓
CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			✓
CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	✓	✓	
CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	✓	✓	✓
CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	✓	✓	
CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.			✓
CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	✓	✓	✓
Writing, Grades 4-8			
CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			✓
CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.			✓
CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.			✓

CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			✓
CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			✓
CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓
CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			✓
CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			✓
CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			✓
CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✓
CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience			✓
CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.			✓
CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			✓
CCSS.ELA-LITERACY.W.8.7 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.			✓
CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓
CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓

CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓
Speaking and Listening, Grades 4-8			
CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			✓
CCSS.ELA-LITERACY.SL.6.1 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.			✓
CCSS.ELA-LITERACY.SL.8.1 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.	✓	✓	✓
CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓
CCSS.ELA-LITERACY.SL.6.2 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.	✓	✓	✓
CCSS.ELA-LITERACY.SL.8.2 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.	✓	✓	✓
CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.			✓
CCSS.ELA-LITERACY.SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			✓
CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.			✓
CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			✓

CCSS.ELA-LITERACY.SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation			✓
CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.			✓
CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.			✓
CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			✓
CCSS.ELA-LITERACY.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			✓
MAINE LEARNING RESULTS Social Studies			
Guiding Principles The Guiding Principles guide education in Maine and should be reflected throughout Social Studies curriculum. Examples of how students can show evidence of those guiding principles in Social Studies may include: A. Clear and Effective Communicator: Students research and use background knowledge to give audiovisual presentations about current and historical issues. B. Self-Directed and Lifelong Learner: Students generate questions and explore primary and secondary sources to answer those questions while demonstrating a growth mindset. C. Creative and Practical Problem Solver: Students draw conclusions about current and historical problems using valid research and critical thinking. D. Responsible and Involved Citizen: Students practice and apply the duties of citizenship through the exercise of constitutional rights. E. Integrative and Informed Thinker: Students compare and contrast to analyze point of view and differentiate between reliable and unreliable primary and secondary sources. <i>Performance Expectations that include the application of the Guiding Principles through Social Studies knowledge and skills are denoted in the standards with an asterisk (*).</i>			
MLR Geography Strand <i>Standard: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.</i>			
Grade 4 Geography 1: Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian. *	✓		
Grade 4 Geography 2: Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.	✓		

MLR History Strand <i>Standard: Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</i>			
Grade 4 History 1: <ul style="list-style-type: none"> Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. 	✓	✓	✓
<ul style="list-style-type: none"> Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. 	✓	✓	✓
<ul style="list-style-type: none"> Students distinguish between facts and opinions/interpretations in sources.* 	✓	✓	✓
Grades 6-8 History 1: Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:			
<ul style="list-style-type: none"> (F1) Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future. * (F2) Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. * (F3) Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. * 	✓	✓	✓
<ul style="list-style-type: none"> (D1) Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources. * (D2) Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. * (D3) Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. * (D4) Making decisions related to the classroom, school, community, civic organization, Maine, or beyond; applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. * 	✓	✓	✓