Family and Consumer Science

Curriculum Framework

Grades 5 - 12

Philosophy of Family and Consumer Science Education

Family and Consumer Science Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on the family, work, community and interrelationships. Our goal is to support learning by providing opportunities for students to develop the knowledge, skills, attitudes and behaviors needed to:

- Strengthen the well-being of individuals and families across the life span.
- Become responsible citizens and leaders in family, community, and work settings.
- Promote optimal nutrition and wellness.
- Manage resources to meet the needs of individuals and families.
- Balance personal, home, family, community and work lives.
- Use critical and creative thinking skills to address problems as individuals in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Function effectively as provider and consumer of goods and services.
- Anticipate consequences of and accept responsibility for one's actions.
- Appreciate human worth.

Committee Members

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Family and Consumer Science Instructional Practices

The attached curriculum framework contains competencies and indicators of skills and knowledge for students in middle and high school courses. Instruction shall be aligned with this framework.

Due to the nature of scheduling at Litchfield Middle School, students may not all attend Family and Consumer Science courses each year. Therefore, this framework is uniquely designed into experiences one through three for students in grades 5-7. For example, if fifth grade is not scheduled for FCS some year, then when in sixth grade their course would be the 1st experience and seventh grade would be their 2nd experience. The same would hold true if students were scheduled in fifth grade for their 1st experience, not scheduled in sixth grade, then seventh grade would be their 2nd experience. Grade 8 is a separate course.

Instruction shall consider the individual needs of students.

Instruction shall provide opportunities for students to revisit related prior learning in order to build upon concepts, skills, and knowledge.

This framework is the basis for instructional units of study by grade levels that integrate skills and knowledge from the National Standards of Family and Consumer Science. Teachers for each course are responsible for designing instructional units and lessons with ongoing support from building and district administrators.

Instructional units shall incorporate college and career ready literacy. (see Appendix)

Instruction incorporates cross content skills and technology into lessons. Concepts, processes and materials support student cognitive growth and creativity.

Students have the opportunity to work in a team environment that is teacher facilitated. Problem solving and logic is encouraged and exhibited through investigation and discussion.

Safety requirements are clearly delineated and assessed based upon common grade level/ course expectations.

Students may be asked to contribute toward the cost of their sewing projects and foods that are consumed.

Students will have the opportunity to learn about food preparation through hands-on experiences in the foods laboratory.

The National Family and Consumer Science standards can be found at:
http://www.nasafacs.org/national-standards-and-competencies.html

Family and Consumer Science Education

5-12 Graduation Competencies

Apply safety and sanitary practices to food preparation and consumption.

Evaluate nutritional dietary factors that influence food choices for wellness across the lifespan of individuals and families.

Analyze strategies that contribute to the care and nurturing of children.

Evaluate effective interpersonal, teamwork and leadership skills.

Apply consumer and resource management skills.

Create career and lifestyle goals.

1st Middle School Family and Consumer Science Experience (Grades 5-7)

RELATIONSHIPS

Competency: Evaluate effective interpersonal, teamwork and leadership skills.

Indicators:

- Apply appropriate communication skills to various situations.
- Analyze conflict management strategies in a variety of settings.
- Apply appropriate team work and leadership skills, with guidance.

CHILD CARE AND DEVELOPMENT

Competency: Analyze strategies that contribute to the care and nurturing of children.

Indicators:

- Identify the characteristics of physical, emotional, social, and intellectual child development domains.
- Analyze factors that affect human growth and development.

FOODS AND NUTRITION

Competency: Apply safety and nutrition principles in food preparation and consumption.

Indicators:

- Apply basic essential kitchen and food safety practices.
- Identify basic food categories.
- Prepare a simple food item following a recipe with guidance.

2nd Middle School Family and Consumer Science Experience (Grades 5-7)

RELATIONSHIPS

Competency: Evaluate effective interpersonal, teamwork and leadership skills.

Indicators:

- Apply appropriate communication skills to foster positive relationships.
- Apply conflict management strategies in a variety of settings.
- Apply appropriate team work and leadership skills, independently.

CHILD CARE AND DEVELOPMENT

Competency: Analyze strategies that contribute to the care and nurturing of children.

Indicators:

- Analyze strategies to promote child development.
- Analyze roles and responsibilities of a child care provider.

FOODS AND NUTRITION

Competency: Apply safety and nutrition principles to food preparation and consumption.

Indicators:

- Apply essential kitchen and food safety practices, including use of equipment.
- Evaluate diet and foods using the latest USDA dietary guidelines.
- Prepare a food item following a recipe independently.

TEXTILES, FASHION AND APPAREL

Competency: Apply clothing care and construction strategies.

Indicators:

- Apply clothing care skills.
- Demonstrate minor clothing repair.

CONSUMERISM AND FINANCIAL LITERACY

Competency: Apply consumer and resource management skills.

Indicators:

- Identify influences on the consumer.
- Identify consumer roles, rights and responsibilities.
- Apply responsible management of personal financial resources.

3rd Middle School Family and Consumer Science Experience (Grades 5-7)

RELATIONSHIPS

Competency: Evaluate effective interpersonal, teamwork and leadership skills.

Indicators:

- Analyze and evaluate communication skills in order to improve the application of skills.
- Analyze and evaluate leadership skills in order to improve the application of skills.

FOODS AND NUTRITION

Competency: Apply safety and nutrition principles to food preparation and consumption.

Indicators:

- Effectively perform safe food preparation.
- Evaluate personal nutritional needs and identify changes to improve personal health.
- Create a meal plan applying dietary guidelines.

- Prepare a food item from selected recipes requiring complex ingredients and procedures.

TEXTILES, FASHION AND APPAREL

Competency: Apply clothing care and construction strategies.

Indicators:

- Create a simple textile product.
- Analyze a textile repair project.
- Repair a textile product.
- Analyze clothing care options.

8th Grade Family and Consumer Science

RELATIONSHIPS

Competency: Evaluate effective interpersonal, teamwork and leadership skills.

Indicators:

- Apply effective workplace communication skills.
- Apply effective team work and leadership skills in a variety of settings.

FOODS AND NUTRITION

Competency: Apply safety and nutrition principles to food preparation and consumption.

Indicators:

- Self-assess safety practices in the kitchen.
- Select recipes and prepare less familiar foods.

CONSUMERISM AND FINANCIAL LITERACY

Competency: Apply consumer and resource management skills.

Indicators:

- Create a balanced monthly budget of living expenses.
- Apply responsible allocation of personal financial resources.
- Analyze how personal values are reflected in lifestyle choices.
- Solve authentic consumer and financial problems.

CAREERS

Competency: Create career and lifestyle goals.

- Simulate effective decision making based upon resources and obligations.
- Research and apply college and career information.
- Evaluate future career paths.

Foods and Nutrition 1

Competency: Apply safety and sanitary practices to food preparation and consumption.

Indicators:

- Apply risk management procedures to food safety, food testing, and sanitation using proper equipment and accurate measurements.
- Demonstrate appropriate use and care practices with kitchen equipment and appliances.

Competency: Evaluate nutritional dietary and economic factors that influence food choices for wellness across the life span of individuals and families.

Indicators:

- Analyze nutrition principles, food plans, preparation techniques and specialized dietary plans.
- Analyze the effects of economics, science and technology on the quality of nutrition in foods.
- Analyze information on food labels in making food choices.
- Apply skills that "stretch" a food budget and influence food choices.

Competency: Demonstrate appropriate food preparation.

- Formulate basic equivalent conversions.
- Demonstrate accurate measuring techniques.
- Produce a variety of food products by following recipe instructions independently.

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Foods and Nutrition 2

Competency: Demonstrate appropriate food preparation and safety.

Indicators:

- Apply vocabulary used by global food preparation experts.
- Analyze cultural influences on food choices, eating habits, and etiquette.
- Prepare foods based on cultural customs and traditions.

Competency: Analyze food related career paths.

Indicators:

- Identify roles and functions of individuals engaged in food related careers.
- Analyze education and training requirements and opportunities for career paths in the food industry.
- Analyze opportunities in food related entrepreneurial endeavors.
- Analyze the role of the food industry on local and global economies.

Competency: Evaluate nutritional dietary factors that influence food choices for wellness across the life span of individuals and families.

Indicators:

- Explore diet and nutrition as a prevention of chronic diseases.
- Evaluate the effects of science and technology on the quality of nutrition in foods.
- Create an entrée based on the latest USDA nutritional guidelines.
- Compare and contrast nutritional guidelines around the world.

Relationships

Competency: Evaluate effective management techniques and conflict prevention.

Indicators:

- Analyze effective conflict management strategies within current personal and workplace settings.
- Apply effective conflict prevention strategies in personal and workplace situations.
- Analyze personal recurring and evolving family, workplace and community concerns.

Competency: Analyze personal needs, characteristics, and expectations of relationships.

Indicators:

- Identify personal characteristics.
- Apply strategies for identifying personal needs and expectations of relationships.
- Determine realistic expectations for an individual's relationships.

Competency: Apply communication skills to foster positive relationships.

Indicators:

- Analyze appropriate communication strategies for a variety of settings.
- Analyze factors that contribute to positive relationships.
- Evaluate communication strategies that support positive relationships.

Competency: Evaluate and apply effective teamwork and leadership skills.

Indicators:

- Analyze skills that promote effective teamwork.
- Create strategies to improve personal leadership.
- Determine goals for personal leadership growth and development.

Child Development 1

Competency: Identify the characteristics of social, emotional, physical, and the intellectual development of children birth through age three.

Indicators:

- Explain the unique characteristics of each child development domain.
- Categorize child development characteristics into appropriate domains.
- Analyze theories related to the stages of child development.
- Evaluate theories related to parenting.

Competency: Analyze professional practices and standards related to working with children and/or parenting.

Indicators:

- Identify appropriate professional practices and standards for child care.
- Explore applications of professional practices and standards related to child care.
- Analyze appropriate professional practices and standards to profiles of children birth through age three.

Competency: Analyze conditions that influence child growth and development.

Indicators:

- Analyze the impact of heredity and environment on human growth and development during childhood.
- Explain how society's changing economic and technological systems affect parenting and the young child.
- Assess how the factors of heredity, environment, economic, and technological systems impact parenting.

Competency: Evaluate effective practices for parenting and child care providers.

Indicators:

- Evaluate external support systems that provide services for child care.
- Identify roles and responsibilities of parents/guardians and non-custodial child care providers that maximize child growth and development.
- Explain the physical and emotional factors related to parenting decisions.
- Create a child care activity lesson.

Child Development 2

Competency: Identify the characteristics of social, emotional, physical, and the intellectual development of children three to seven years.

Indicators:

- Explain the unique characteristics of each child development domain.
- Categorize child development characteristics into appropriate domains.
- Analyze theories related to the stages of child development.
- Evaluate theories related to parenting.

Competency: Analyze conditions that influence child growth and development.

Indicators:

- Analyze the impact of heredity and environment on human growth and development during childhood.
- Explain how society's changing economic and technological systems affect parenting and the young child.
- Assess how the factors of heredity, environment, economic, and technological system affect parenting and child development.

Competency: Analyze the roles and responsibilities of parenting.

Indicators:

- Analyze the physical needs of caring for the young child.
- Analyze the social and emotional needs for the young child.
- Identify the issues related to developing the young child's need to feel safe and emotionally secure.
- Identify means of nurturing intellectual growth.

Competency: Analyze the roles and responsibilities of child care providers.

Indicators:

- Analyze the physical needs of caring for the young child.
- Analyze the social and emotional needs for the young child.
- Identify the issues related to developing the young child's need to feel safe and emotionally secure.
- Identify means of nurturing intellectual growth.
- Compare and contrast the roles and responsibilities of parents and other child care providers.

Independent Living

Competency: Analyze college and career paths.

Indicators:

- Create career-based SMART goals based upon the results of personality and individual interests.
- Create an individual career path.
- Analyze choices needed to pursue a career path.

Competency: Evaluate lifestyle choices based on resources.

Indicators:

- Analyze community resources that impact lifestyle choices.
- Analyze personal resources of talent, time, energy, and money that impact lifestyle choices.
- Apply self-care strategies, including those related to food, clothing, shelter, and health care.
- Critique policies that support consumer rights and responsibilities.

Competency: Analyze the role of interpersonal relationships in making lifestyle choices.

Indicators:

- Analyze the impact of lifestyle choices on an individual's family.
- Analyze how the nature of one's interpersonal relationships impacts lifestyle choices.
- Create individual and family goals based on life stages.

Competency: Apply textiles and clothing care and construction strategies.

Indicators:

- Analyze different types of damage to textiles and identify appropriate strategies for clothing care.
- Demonstrate skills to alter or repair apparel and textile products.

Textiles, Fashion and Apparel

Competency: Apply textiles and clothing care and construction strategies.

Indicators:

- Analyze different types of damage to textiles and identify appropriate strategies for clothing care.
- Develop skills needed to produce, alter or repair fashion, apparel and textile products.
- Construct new designs based on available resources and their own skill level.

Competency: Evaluate elements of textile, apparel and fashion merchandising.

Indicators:

- Analyze career pathways within textile apparel and design industries.
- Analyze fibers, textile products, and materials.
- Create a merchandising portfolio including textiles, fashion, and apparel.

Competency: Evaluate personal decisions regarding apparel and fashion.

Indicators:

- Identify sources of information for fashion and apparel.
- Identify personal criteria for fashion and apparel decisions.
- Create a personal fashion and apparel portfolio.

STANDARDS FOR

Literacy in History/Social Studies, Science, and Technical Subjects

6–12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6–12

RH

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. 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.
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.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
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.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. 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.
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).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. 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.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

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 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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
1. Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments focused on *discipline-specific content*. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	1. Write arguments focused on *discipline-specific content*. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. 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. b. 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. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. 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. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. 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. b. 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. c. 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. d. 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. e. 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).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. 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.	5. 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.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. 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.	6. 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.
Research to Build and Present Knowledge		
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.	7. 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.	7. 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.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. 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.	8. 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.
9. Draw evidence from informational texts to support analysis reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. 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.	10. 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.	10. 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.