



Interact

Grades: 9, 10, 11, 12

States: Common Core State Standards

THE ROMANS

Summary: During seven phases (called "vias"), students join a gen (a clan), acquire Roman names, complete cooperative exercises on Roman daily life, build wooden standards, use knucklebones with a Forum of Roma gameboard, create maps for the expanding Empire, prepare a timeline, and play a "history mystery" on the death of the Empire. Culminates in preparing for and participating in a grand banquet. (INT211)

Common Core State Standards

Language Arts

Grade: 9 - Adopted 2010

| | | |
|---------------------------|-------------------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.9-10.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.9-10 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| STANDARD | CCSS.ELA-Literacy.RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.9-10 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

| | | |
|--------------------|------------------------------|---|
| STANDARD | CCSS.ELA-Literacy.RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.9-10 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RI.9-10.9 | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.9-10 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.W.9-10.2 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.W.9-10.2b | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.9-10 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STANDARD | CCSS.ELA-Literacy.W.9-10.5 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.9-10 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.9-10.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.W.9-10.8 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.9-10 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.9-10.10 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.9-10 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.9-10.1 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.9-10.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | CCSS.ELA-Literacy.SL.9- | Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of |

| | | |
|---------------------------|-------------------------------------|---|
| | 10.1b | alternate views), clear goals and deadlines, and individual roles as needed. |
| EXPECTATION | CCSS.ELA-Literacy.SL.9-10.1c | Propel 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.9-10.1d | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.9-10 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Presentation of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.9-10 | Language Standards |
| CATEGORY / CLUSTER | | Conventions of Standard English |
| STANDARD | CCSS.ELA-Literacy.L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | CCSS.ELA-Literacy.L.9-10.2c | Spell correctly. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.9-10 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Grade: 10 - Adopted 2010

| | | |
|---------------------------|-------------------------------------|---|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.9-10 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.9-10.10 | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.9-10 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| | | |
|--------------------|------------------------------|---|
| STANDARD | CCSS.ELA-Literacy.RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.9-10 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STANDARD | CCSS.ELA-Literacy.RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.9-10 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.W.9-10.2 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.W.9-10.2b | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.9-10 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STANDARD | CCSS.ELA-Literacy.W.9-10.5 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.9-10 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.9-10.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.W.9-10.8 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.9-10 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.9-10.10 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.9-10 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.9-10.1 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.9-10.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

| | | |
|--------------------|------------------------------|---|
| EXPECTATION | CCSS.ELA-Literacy.SL.9-10.1b | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.9-10.1c | Propel 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.9-10.1d | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.9-10 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Presentation of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.9-10 | Language Standards |
| CATEGORY / CLUSTER | | Conventions of Standard English |
| STANDARD | CCSS.ELA-Literacy.L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | CCSS.ELA-Literacy.L.9-10.2c | Spell correctly. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.9-10 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Grade: 11 - Adopted 2010

| | | |
|--------------------|-------------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.11-12 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.11-12 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.11-12.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.11-12 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| STRAND / | CCSS.ELA- | Reading Standards for Informational Text |

| | | |
|---------------------------|-------------------------------------|--|
| DOMAIN | Literacy.RI.11-12 | |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.11-12 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.11-12 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.W.11-12.2 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.W.11-12.2b | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.11-12 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STANDARD | CCSS.ELA-Literacy.W.11-12.5 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.11-12 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.11-12.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.W.11-12.8 | 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 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.11-12 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.11-12.10 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.11-12 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.11- | 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, |

| | | |
|--------------------|-------------------------------|---|
| | 12.1 | texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | CCSS.ELA-Literacy.SL.11-12.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | CCSS.ELA-Literacy.SL.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | CCSS.ELA-Literacy.SL.11-12.1c | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.11-12 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.11-12.2 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.11-12 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Presentation of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.11-12 | Language Standards |
| CATEGORY / CLUSTER | | Conventions of Standard English |
| STANDARD | CCSS.ELA-Literacy.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | CCSS.ELA-Literacy.L.11-12.2b | Spell correctly. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.11-12 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Grade: 12 - Adopted 2010

| | | |
|--------------------|-------------------------------|---|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.11-12 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.11-12 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.11-12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |
| STRAND / | CCSS.ELA- | Reading Standards for Informational Text |

| | | |
|---------------------------|-------------------------------------|--|
| DOMAIN | Literacy.RI.11-12 | |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.11-12 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.11-12 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.11-12 | Writing Standards |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.W.11-12.2 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.W.11-12.2b | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.11-12 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STANDARD | CCSS.ELA-Literacy.W.11-12.5 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.11-12 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.11-12.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.W.11-12.8 | 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 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.11-12 | Writing Standards |

| | | |
|---------------------------|--------------------------------------|---|
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.11-12.10 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.11-12 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.11-12.1 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.11-12.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | CCSS.ELA-Literacy.SL.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | CCSS.ELA-Literacy.SL.11-12.1c | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.11-12 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.11-12.2 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.11-12 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Presentation of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.11-12 | Language Standards |
| CATEGORY / CLUSTER | | Conventions of Standard English |
| STANDARD | CCSS.ELA-Literacy.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | CCSS.ELA-Literacy.L.11-12.2b | Spell correctly. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.11-12 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Social Studies

Grade: 9 - Adopted 2010

| | | |
|---------------------------|----------------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.9-10 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Key Ideas and Details |

| | | |
|---------------------------|---------------------------------------|--|
| CLUSTER | | |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.2 | 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. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.9-10 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.4 | 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 science. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.6 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.9-10 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.9-10 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.1 | Write arguments focused on discipline-specific content. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.1c | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.1e | Provide a concluding statement or section that follows from or supports the argument presented. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |

| | | |
|---------------------------|---------------------------------------|--|
| CLUSTER | | |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2a | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2b | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2c | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2d | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2f | 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.3 | (See note; not applicable as a separate requirement) |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.3a | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.5 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.8 | 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. |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| STRAND / | CCSS.ELA- | Writing Standards for Literacy in History/Social Studies |

| | | |
|---------------------------|--------------------------------|--|
| DOMAIN | Literacy.WHST.9-10 | |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.10 | 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. |

Grade: **10** - Adopted **2010**

| | | |
|---------------------------|-----------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.9-10 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.2 | 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. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |

| | | |
|---------------------------|-----------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.9-10 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.4 | 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 science. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.6 | 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. |

| | | |
|---------------------------|-----------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.9-10 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |

| | | |
|---------------------------|------------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.9-10 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RH.9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |

| | | |
|---------------------------|-------------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.1 | Write arguments focused on discipline-specific content. |
| EXPECTATION | CCSS.ELA- | Use words, phrases, and clauses to link the major sections of the text, create |

| | | |
|--------------------|--------------------------------|--|
| | Literacy.WHST.9-10.1c | cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.1e | Provide a concluding statement or section that follows from or supports the argument presented. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2a | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2b | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2c | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2d | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.2f | 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.3 | (See note; not applicable as a separate requirement) |
| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.3a | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.5 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA- | Conduct short as well as more sustained research projects to answer a |

| | | |
|--------------------|--------------------------------|---|
| | Literacy.WHST.9-10.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.8 | 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. |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.9-10 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.WHST.9-10.10 | 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. |

Grade: 11 - Adopted 2010

| | | |
|--------------------|------------------------------|---|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.11-12 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.1 | 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. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.2 | 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. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.3 | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.11-12 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.4 | 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). |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.5 | 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. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.6 | Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.11-12 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.8 | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.9 | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.11-12 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |

| | | |
|--------------------|---------------------------------|--|
| STANDARD | CCSS.ELA-Literacy.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.1c | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.1e | Provide a concluding statement or section that follows from or supports the argument presented. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2a | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2b | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2c | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2d | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2e | 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.3 | (See note; not applicable as a separate requirement) |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.3a | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA- | Produce clear and coherent writing in which the development, organization, |

| | | |
|--------------------|---------------------------------|---|
| | Literacy.WHST.11-12.4 | and style are appropriate to task, purpose, and audience. |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.5 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.8 | 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. |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.10 | 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. |

Grade: **12** - Adopted **2010**

| | | |
|--------------------|------------------------------|---|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.11-12 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.1 | 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. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.2 | 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. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.3 | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.11-12 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.4 | 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). |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.5 | 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. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.6 | Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.11-12 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA- | Integrate and evaluate multiple sources of information presented in diverse |

| | | |
|--------------------|---------------------------------|---|
| | Literacy.RH.11-12.7 | formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.8 | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.9 | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RH.11-12 | Reading Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.1c | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.1e | Provide a concluding statement or section that follows from or supports the argument presented. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2a | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2b | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2c | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2d | 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. |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.2e | 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Text Types and Purposes |
| STANDARD | CCSS.ELA-Literacy.WHST.11- | (See note; not applicable as a separate requirement) |

| | | |
|---------------------------|--|---|
| | 12.3 | |
| EXPECTATION | CCSS.ELA-Literacy.WHST.11-12.3a | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.5 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.8 | 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. |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.WHST.11-12 | Writing Standards for Literacy in History/Social Studies |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.10 | 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. |