

**Priority Standards for English and History/Social Science**  
(including ELA/ELD, WHST and Cross-Cutting Concepts)

<b>7<sup>th</sup> Grade</b>				
<b>English Language Arts</b>	<b>History and Social Sciences</b>	<b>English Language Development</b>	<b>Literacy in History/Social Studies</b>	<b>Cross-Cutting Concept</b>
<b>Focus on 4-5 standards per semester</b>	<b>Focus on Framework Guiding Question</b>	<b>Collaborative, Interpretive and Productive</b>	<b>Chronological and spatial thinking; research, evidence and point of view; historical interpretation</b>	<b>Across Disciplines</b>
<p><b>CCSS.ELA-LITERACY.CCRA.R.1</b></p> <p>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.</p>	<p><b>Guiding Question:</b></p> <p>How did the distant regions of the world become more interconnected through medieval and early modern times?</p>	<p><b>I.A 7.4.</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	<p><b>WHST 7.6 CCSS.ELA-LITERACY.WHST.6-8.6</b></p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p><b>Power/Economics</b></p> <p>People in power tend to create structures to keep themselves in power and increase their power.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.1</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Guiding Question:</b></p> <p>What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions?</p>	<p><b>I.B 7.6.</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>	<p><b>WHST 7.8-9 CCSS.ELA-LITERACY.WHST.6-8.8</b></p> <p>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. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Identity/Perspective</b></p> <p>We compare our identity relative to others by studying different cultures, time period, and perspectives.</p>

<p><b>CCSS.ELA-LITERACY.CCRA.W.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Guiding Question:</b></p> <p>How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment?</p>	<p><b>I.C. 7.10.</b> Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>	<p><b>WHST 7.1-2, 4-5</b> <b>CCSS.ELA-LITERACY.WHST.6-8.1</b></p> <p>Write arguments focused on discipline-specific content.</p>	<p><b>Relationships/ Systems</b></p> <p>Systems are created with the intentions of creating order and are spread through both positives and negative relationships.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.4</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>7.2</b> Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p>	<p><b>II.C. 7.6.</b> Connecting ideas</p>	<p><b>WHST 7.4-5</b> <b>CCSS.ELA-LITERACY.WHST.6-8.4-5</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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.</p>	<p><b>Freedom/ Citizenship</b></p> <p>If one group is denied representation in government, they are likely to have less freedom than other groups that are represented.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.SL.6</b></p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>7.6</b> Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p>		<p><b>WHST 7.4-5</b> <b>CCSS.ELA-LITERACY.WHST.6-8.4-5</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With</p>	

			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.	
<p><b>CCSS.ELA-LITERACY.CCRA.L.6</b></p> <p>Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p><b>7.10</b> Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</p>			
	<p><b>7.11</b> Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p>			

8 <sup>th</sup> Grade				
English Language Arts	History and Social Sciences	English Language Development	Literacy in History/Social Studies	Cross-Cutting Concept
Focus on 4-5 standards per semester	Focus on Framework Guiding Question	Collaborative, Interpretive and Productive	Chronological and spatial thinking; research, evidence and point of view; historical interpretation	Across Disciplines
<p><b>CCSS.ELA-LITERACY.CCRA.R.1</b></p> <p>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.</p>	<p><b>Guiding Question:</b></p> <p>What did freedom mean to the nation's founders, and how did it change over time?</p>	<p><b>I B 8.6.</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>	<p><b>WHST.8.1</b> <b>CCSS.ELA-LITERACY.RH.6-8.1</b></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><b>Power/Economics</b></p> <p>A nation can create a system that limits power and therefore reduces the chances for those in power to keep and increase their power.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.1</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Guiding Question:</b></p> <p>How and why did the United States expand?</p>	<p><b>I A 8.3.</b> Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p>	<p><b>WHST.8.2</b> <b>CCSS.ELA-LITERACY.RH.6-8.2</b></p> <p>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.</p>	<p><b>Identity/Perspective</b></p> <p>People have multiple group identities making each of us a unique and complicated individual.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Guiding Question:</b></p> <p>Who is considered an American?</p>	<p><b>I.A.8.4.</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	<p><b>WHST.8.4</b> <b>CCSS.ELA-LITERACY.RH.6-8.4</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p><b>Relationships/Systems</b></p> <p>The power of institutions and leaders is dependent upon people's changing beliefs about the institution or leader's authority and legitimacy.</p>

<p><b>CCSS.ELA-LITERACY.CCRA.W.4</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>8.2</b> Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p>	<p><b>I.C.8.10.</b> Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>	<p><b>WHST.8.5</b> <b>CCSS.ELA-LITERACY.RH.6-8.5</b></p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p><b>Freedom/ Citizenship</b></p> <p>People use methods that align to their values and means to fight for justice.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.SL.6</b></p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>8.3</b> Students understand the foundation of the American political system and the ways in which citizens participate in it.</p>	<p><b>II.C.8.6.</b> Connecting ideas</p>	<p><b>WHST.8.6</b> <b>CCSS.ELA-LITERACY.RH.6-8.6,8</b></p> <p>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). Distinguish among fact, opinion, and reasoned judgment in a text.</p>	
<p><b>CCSS.ELA-LITERACY.CCRA.L.6</b></p> <p>Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p><b>8.9</b> Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p>			

	<b>8.10</b> Students analyze the multiple causes, key events, and complex consequences of the Civil War.			
	<b>8.12</b> Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.			

<b>9<sup>th</sup> Grade</b>				
<b>English Language Arts</b>	<b>History and Social Sciences</b>	<b>English Language Development</b>	<b>Literacy in History/Social Studies</b>	<b>Cross-Cutting Concept</b>
<b>Focus on 4-5 standards per semester</b>	<b>Focus on Framework Guiding Question</b>	<b>Collaborative, Interpretive and Productive</b>	<b>Chronological and spatial thinking; research, evidence and point of view; historical interpretation</b>	<b>Across Disciplines</b>
<b>CCSS.ELA-LITERACY.CCRA.R.1</b>  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.	<b>Not Applicable</b>	<b>I.A.9-10. 3.</b> Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	<b>WHST.9–10.1;</b> <b>CCSS.ELA-LITERACY.RH.9-10.1</b>  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<b>Power/Economics</b>  People in power often manipulate systems resulting in the abuse of power.

<p><b>CCSS.ELA-LITERACY.CCRA.W.1</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>		<p><b>I.A.9-10. 4.</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	<p><b>WHST. 9–10.2;</b> <b>CCSS.ELA-LITERACY.RH.9-10.2</b></p> <p>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.</p>	<p><b>Identity/ Perspective</b></p> <p>The concept of identity becomes exponentially more complex with the passage of time</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		<p><b>I.B.9-10. 6.</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>	<p><b>WHST.9–10.4;</b> <b>CCSS.ELA-LITERACY.RH.9-10.4</b></p> <p>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.</p>	<p><b>Relationships/ Systems</b></p> <p>Formally created institutions can both unite and divide their members.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.4</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p><b>I.B.9-10. 7.</b> Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p>	<p><b>WHST.9–10.5;</b> <b>CCSS.ELA-LITERACY.RH.9-10.5</b></p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p><b>Freedom/ Citizenship</b></p> <p>Instability within the government leads to people redefining their freedom.</p>

<p><b>CCSS.ELA-LITERACY.CCRA.SL.6</b></p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p><b>I.C.9-10.12.</b> Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	<p><b>WHST.9-10.6,9;</b> <b>CCSS.ELA-LITERACY.RH.9-10.6,9</b></p> <p>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. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	
<p><b>CCSS.ELA-LITERACY.CCRA.L.6</b></p> <p>Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>		<p><b>II.C.9-10.6-7;</b> Connecting ideas; condensing ideas</p>	<p><b>WHST.9-10.8</b> <b>CCSS.ELA-LITERACY.RH.9-10.8</b></p> <p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	



10 <sup>th</sup> Grade				
English Language Arts	History and Social Sciences	English Language Development	Literacy in History/Social Studies	Cross-Cutting Concept
Focus on 4-5 standards per semester	Focus on Framework Guiding Question	Collaborative, Interpretive and Productive	Chronological and spatial thinking; research, evidence and point of view; historical interpretation	Across Disciplines
<p><b>CCSS.ELA-LITERACY.CCRA.R.1</b></p> <p>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.</p>	<p><b>Guiding Question:</b></p> <p>How did ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions develop and impact civil society?</p>	<p><b>I.A.9-10. 3.</b></p> <p>Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p>	<p><b>WHST.9-10.1; CCSS.ELA-LITERACY.RH.9-10.1</b></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p><b>Power/Economics</b></p> <p>Wealth and the ability to produce wealth influence the distribution of power in the world. A nation's sovereignty is influenced by its relative power.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.1</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Guiding Question:</b></p> <p>Why did imperial powers seek to expand their empires? How did colonies respond? What were the legacies of these conquests?</p>	<p><b>I.A.9-10. 4.</b></p> <p>Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	<p><b>WHST. 9-10.2; CCSS.ELA-LITERACY.RH.9-10.2</b></p> <p>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.</p>	<p><b>Identity/ Perspective</b></p> <p>The quest for respect of national and cultural identity drives global interaction.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Guiding Question:</b></p> <p>Why was the modern period defined by global conflict and cooperation, economic growth and collapse, and global independence and connection?</p>	<p><b>I.B.9-10. 6.</b></p> <p>Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>	<p><b>WHST.9-10.4; CCSS.ELA-LITERACY.RH.9-10.4</b></p> <p>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.</p>	<p><b>Relationships/ Systems</b></p> <p>Nations choose to engage in international cooperation and conflicts based on national self-interest</p>

<p><b>CCSS.ELA-LITERACY.CCRA.W.4</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>10.1</b> Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p>	<p><b>I.B.9-10. 7.</b> Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p>	<p><b>WHST.9-10.5; CCSS.ELA-LITERACY.RH.9-10.5</b></p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p><b>Freedom/ Citizenship</b></p> <p>Instability within the government leads to people redefining their freedom.</p>
<p><b>CCSS.ELA LITERACY.CCRA.SL. 6</b></p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>10.7</b> Students analyze the rise of totalitarian governments after World War I.</p>	<p><b>I.C.9-10. 12.</b> Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	<p><b>WHST.9-10.6,9; CCSS.ELA-LITERACY.RH.9-10.6,9</b></p> <p>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. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	
<p><b>CCSS.ELA-LITERACY.CCRA.L.6</b></p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>	<p><b>10.8</b> Students analyze the causes and consequences of World War II.</p>	<p><b>II.C.9-10.6-7;</b> Connecting ideas; condensing ideas</p>	<p><b>WHST.9-10.8 CCSS.ELA-LITERACY.RH.9-10.8</b></p> <p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	

independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
	<b>10.9</b> Students analyze the international developments in the post-World War II world.			

<b>11<sup>th</sup> Grade</b>				
<b>English Language Arts</b>	<b>History and Social Sciences</b>	<b>English Language Development</b>	<b>Literacy in History/Social Studies</b>	<b>Cross-Cutting Concept</b>
<b>Focus on 4-5 standards per semester</b>	<b>Focus on Framework Guiding Question</b>	<b>Collaborative, Interpretive and Productive</b>	<b>Chronological and spatial thinking; research, evidence and point of view; historical interpretation</b>	<b>Across Disciplines</b>
<b>CCSS.ELA-LITERACY.CCRA.R.1</b>  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.	<b>Guiding Question:</b>  How did the federal government grow between the late nineteenth and twenty-first centuries?	<b>I.A.11-12. 3.</b> Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	<b>WHST.11–12.1;</b> <b>CCSS.ELA-LITERACY.RH.11-12.1</b>  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.	<b>Power/Economics</b>  Economic power impacts individual rights.

<p><b>CCSS.ELA-LITERACY.CCRA.W.1</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Guiding Question:</b></p> <p>What does it mean to be an American in modern times?</p>	<p><b>I.A.11-12. 4.</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	<p><b>WHST.11–12.2;</b> <b>CCSS.ELA-LITERACY.RH.11-12.2</b></p> <p>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.</p>	<p><b>Identity/ Perspective</b></p> <p>Different groups of people with shared identities have different degrees of power and influence in a society.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Guiding Question:</b></p> <p>How did the United States become a superpower?</p>	<p><b>I.B.11-12. 7.</b> Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p>	<p><b>WHST.11–12.4;</b> <b>CCSS.ELA-LITERACY.RH.11-12.4</b></p> <p>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).</p>	<p><b>Relationships/ Systems</b></p> <p>Social, economic or political oppression often leads to a conflict and an attempt to redefine relationships between groups in society.</p>
<p><b>CCSS.ELA-LITERACY.CCRA.W.4</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Guiding Question:</b></p> <p>How did the United States' population become more diverse over the twentieth century?</p>	<p><b>I.C.11-12. 12.</b> Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	<p><b>WHST.11–12.5;</b> <b>CCSS.ELA-LITERACY.RH.11-12.5</b></p> <p>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.</p>	<p><b>Freedom/ Citizenship</b></p> <p>Definitions of freedom vary by individual, group, and time period. Different freedoms are often in conflict, which causes tension in society. (i.e. the “freedom” to own slaves contradicts the freedom to control one’s own labor).</p>

<p><b>CCSS.ELA-LITERACY.CCRA.SL.6</b></p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>11.1</b> Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</p>	<p><b>II.B.11-12. 5.</b> Modifying to add details</p>	<p><b>WHST.11-12.6,8</b> <b>CCSS.ELA-LITERACY.RH.11-12.6,8</b></p> <p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	
<p><b>CCSS.ELA-LITERACY.CCRA.L.6</b></p> <p>Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p><b>11.3</b> Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</p>	<p><b>II.C.9-10.6-7;</b> Connecting ideas; condensing ideas</p>	<p><b>WHST.11-12.7,9</b> <b>CCSS.ELA-LITERACY.RH.11-12.7,9</b></p> <p>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. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	

	11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.			
	11.10 Students analyze the development of federal civil rights and voting rights.			
	11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.			

12 <sup>th</sup> Grade					
English Language Arts	HSS - American Government	HSS - Economics	English Language Development	Literacy in History/Social Studies	Cross-Cutting Concept
Focus on 4-5 standards per semester	Focus on Framework Guiding Question	Focus on Framework Guiding Question	Collaborative, Interpretive and Productive	Chronological and spatial thinking; research, evidence and point of view; historical interpretation	Across Disciplines
<p><b>CCSS.ELA-LITERACY.CCR.A.R.1</b></p> <p>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.</p>	<p><b>Guiding Question:</b></p> <p>How much power should government have over its citizens?</p>	<p><b>Guiding Question:</b></p> <p>How is economics about scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets?</p>	<p><b>I.A.11-12. 3.</b></p> <p>Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p>	<p><b>WHST.11-12.1; CCSS.ELA-LITERACY.RH.11-12.1</b></p> <p>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.</p>	<p><b>Power/Economics</b></p> <p>Disagreement about the limits of government power and distribution of power amongst branches and levels of government drive political conflict. Access to power and limits on power play out differently in theory than they do in reality.</p>

<p><b>CCSS.ELA-LITERACY.CCR A.W.1</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Guiding Question:</b></p> <p>What rights and responsibilities does a citizen have in a democracy?</p>	<p><b>Guiding Question:</b></p> <p>What does it mean to be financially literate?</p>	<p><b>I.A.11-12. 4.</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	<p><b>WHST.11–12.2; CCSS.ELA-LITERACY.RH.11-12.2</b></p> <p>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.</p>	<p><b>Identity/ Perspective</b></p> <p>All Americans, regardless of ethnicity and religion, are united by a set of common fundamental political beliefs and values that are rooted in our common history.</p>
<p><b>CCSS.ELA-LITERACY.CCR A.W.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Guiding Question:</b></p> <p>What problems are posed by representative government, and how can they be addressed?</p>	<p><b>Guiding Question:</b></p> <p>How do worldwide markets affect me?</p>	<p><b>I.B.11-12. 7.</b> Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p>	<p><b>WHST.11–12.4; CCSS.ELA-LITERACY.RH.11-12.4</b></p> <p>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).</p>	<p><b>Relationships/ Systems</b></p> <p>People working together to influence and create public policy is a unique and powerful characteristic of American society.</p>
<p><b>CCSS.ELA-LITERACY.CCR A.W.4</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>12.1</b> Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</p>	<p><b>12.2</b> Students analyze the elements of America's market economy in a global setting.</p>	<p><b>I.C.11-12. 12.</b> Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	<p><b>WHST.11–12.5; CCSS.ELA-LITERACY.RH.11-12.5</b></p> <p>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.</p>	<p><b>Freedom/ Citizenship</b></p> <p>People use the court system and the Constitution to limit government, protect rights, pursue justice, and achieve equality through nonviolent means.</p>

<p><b>CCSS.ELA-LITERACY.CCR.A.SL.6</b></p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>12.3</b> Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p>	<p><b>12.3</b> Students analyze the influence of the federal government on the American economy.</p>	<p><b>II.B.11-12. 5.</b> Modifying to add details</p>	<p><b>WHST.11-12.6,8</b> <b>CCSS.ELA-LITERACY.RH.11-12.6,8</b></p> <p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	
<p><b>CCSS.ELA-LITERACY.CCR.A.L.6</b></p> <p>Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p><b>12.4</b> Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p>	<p><b>12.4</b> Students analyze the elements of the U.S. labor market in a global setting.</p>	<p><b>II.C.9-10.6-7;</b> Connecting ideas; condensing ideas</p>	<p><b>WHST.11-12.7,9</b> <b>CCSS.ELA-LITERACY.RH.11-12.7,9</b></p> <p>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. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	



	<p><b>12.5</b> Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</p>	<p><b>12.6</b> Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the U.S. borders.</p>			
	<p><b>12.10</b> Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p>				