

Data of the Progressive Era Primary Source Packet: Grades 6-12 Standards Connections

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Grade	Code	Minnesota K-12 Academic Standards for Social Studies
6	6.1.6.1	Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.
	6.2.11.2	Explain how people living in a community are impacted by government policies regarding land use. Investigate how communities are impacted when consumers have or do not have opportunities to work, shop, eat and connect with one another locally, helping the community build assets.
	6.3.14.1	Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted one over time.
	6.3.15.1	Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.
	6.4.18.1	Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the pre-contact period.
	6.4.18.4	Analyze connections between major reform and political movements in Minnesota during the Progressive era and World War I, including the role of women.
	6.4.19.1	Understand the diverse and conflicting ways that Dakota, Anishinaabe, European and American peoples understood their relationship to the land, particularly regarding property and ownership. Examine the consequences of these conflicting views on the environment over time.
	6.4.21.1	Evaluate the impact of big business, industrialization, farming and/or technology on the use of natural resources within different communities in Minnesota. Organize applicable evidence into a coherent argument about the past.
	6.4.22.2	Examine the history and memory of migration and immigration in Minnesota during the late 19th and early 20th centuries, including the impact of immigration on Indigenous people.
7	6.5.24.1	Examine how and why the Minnesota landscape has been shaped by people.
	7.1.5.1	Explain how political parties, interest groups, various types of media and public opinion shape public policy formation.
	7.3.14.1	Describe how physical and human characteristics and power structures influence the function of places over time.
	7.4.18.2	Describe the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of “Jim Crow,” immigration restriction and Indian Removal.

	7.4.20.1	Use historical sources to describe the strategies used by suffragists in their campaigns to secure the right to vote. Determine whose voices are represented and whose voices are absent in the sources. Identify the 19th Amendment.
	7.4.20.3	Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience and whether the source contains citations.
	7.5.24.1	Examine the goals and actions of community groups, organizations and other freedom movements that fought against injustices (i.e., local, national and global).
8	8.2.10.1	Explain how the individual decisions of consumers, producers and government can impact the whole society in both positive and negative ways.
	8.3.13.2	Apply multiple perspectives to the geographic inquiry process (ask, acquire, analyze, answer, act) to solve spatial problems.
	8.3.14.1	Explain how physical and human characteristics influence how people live in different places.
	8.3.14.2	Describe regions according to specific criteria and identify the role of power structures in constructing regions.
	8.3.15.1	Explain patterns of demographic changes and cultural diffusion from a local to global scale.
	8.3.15.3	Explain how cultural characteristics influence changes in population. Analyze a regional example from both developing and developed regions.
	8.3.17.1	Ask and answer questions about how physical and human characteristics influence their sense of place and that of others.
	8.5.23.3	Examine economic patterns of migration, locally and nationally, and explore push-and-pull factors that lead to economic investment, divestment and destabilization.
9-12	9.1.1.2	Demonstrate the skills necessary to participate in the election process. Evaluate how access to voting is impacted by law and application of law.
	9.1.1.3	Curate and evaluate various sources of information and forms of political persuasion, including digital, for validity, accuracy, ideology, emotional appeals, bias and prejudice.
	9.1.1.4	Analyze how means of civic engagement are used to influence the American political system at all levels.
	9.1.3.6	Explain the responsibilities and duties for all individuals in a republic.
	9.1.4.5	Analyze how the United States political system is shaped by elections and the election process and procedures involved in voting.
	9.1.5.1	Analyze the impact of political parties on elections and public policy formation.
	9.1.6.1	Evaluate the unique political status of Tribal Nations in relation to the United States.
	9.1.6.4	Examine contemporary challenges and successes regarding Tribal Nations and the United States government (local, state, federal).
	9.3.15.6	Explain the spread of culture using the concept of diffusion and diffusion models.
	9.3.17.1	Investigate multiple identities based on location, place, culture and in relation to others.
	9.3.17.2	Analyze how the sense of place has changed over time and how people are reclaiming their sense of place.
	9.3.17.3	Explain the social construction of race and how it was used to oppress people of color. Assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, economic and spatial opportunities.
	9.3.17.4	Evaluate the impact of spatial decisions on policies affecting historically marginalized communities of color and Indigenous nations and take action to affect policy.
	9.4.20.12	U.S. History Era 6: Migration, Imperialism and Inequality. Interpret historical sources created by North American Indigenous peoples and other colonized peoples (such as Cubans, Filipinos, Puerto Ricans, Hawaiians, etc.) in order to examine the response to changes in federal Indian policy and/or foreign policy, especially regarding migration, forced removal, sovereignty, land ownership, education, religion and assimilation. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

	9.4.21.13	U.S. History Era 6: Migration, Imperialism and Inequality. Describe and analyze the effectiveness of political and cultural responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption.
	9.4.22.7	U.S. History Era 1: Indigenous Histories. Examine the survival of Indigenous nations in the contemporary world. Examine how Indigenous people have contested narratives of erasure that have silenced their histories.
	9.5.23.2	Analyze how the definitions, identifications and understanding of racial and ethnic groups have changed over time as a result of politics.
	9.5.23.3	Investigate the connection between language and power and how it has benefitted or been used against various racialized and ethnic groups.
	9.5.24.2	Examine the characteristics of freedom movements. Develop an analysis of racial capitalism, political economy, anti-Blackness, Indigenous sovereignty, illegality and indigeneity.

Grade	Code	Minnesota K-12 Academic Standards for ELA
6	6.1.4.1	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
	6.1.4.2	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
	6.1.5.3	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
	6.1.8.2	Examine academic and technical vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.
	6.1.9.1	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
	6.2.4.1	Write to argue, articulating both an argument and a counter-argument, building on skills from previous years.
	6.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.
	6.2.5.1	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
	6.2.7.1	Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.
	6.2.7.2	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
	6.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.
	6.3.1.2	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.
	6.3.3.2	Create and share, individually or in a collaborative group, an informative multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
7	7.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
	7.1.4.1	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

	7.1.5.3	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
	7.1.7.1	Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims.
	7.1.8.1	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings.
	7.1.8.2	Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text.
	7.1.9.1	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
	7.1.9.2	Evaluate perspective, credibility, relevancy and sufficiency of sources related to task and purpose.
	7.2.4.1	Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years.
	7.2.4.2	Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years.
	7.2.5.1	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
	7.2.7.1	Formulate self-generated questions that narrow or broaden the inquiry when appropriate.
	7.2.7.2	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
	7.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Acknowledge and elaborate on others' ideas. b. Use tools to collaborate with others both synchronously and asynchronously. c. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.
	7.3.1.2	Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion.
	7.3.3.2	Create and share, individually or in a collaborative group, an artistic or entertaining multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
8	8.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
	8.1.4.1	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
	8.1.4.4	Analyze how a text makes connections between individuals, events or concepts in informational text.
	8.1.5.2	Analyze the informational text structure (including, but not limited to, cause/effect, problem/solution and proposition/support), highlighting the role that a particular sentence or paragraph has in developing and refining a key concept.
	8.1.5.3	Compare and contrast the ideas/information conveyed through illustrations, graphics and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.
	8.1.7.1	Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient.
	8.1.8.2	Analyze the impact of specific word choices on meaning and tone applied to a variety of academic, technical and domain-specific words and phrases in informational text.
	8.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
	8.1.9.2	Evaluate perspective, bias, credibility, relevancy and sufficiency of sources related to task and purpose (e.g., purpose/motive of author or source).

	8.2.4.1	Write to argue, clarifying the relationship among claims and evidence in both argument and counterargument, building on skills from previous years.
	8.2.4.2	Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.
	8.2.5.1	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
	8.2.7.1	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
	8.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
	8.3.1.1	Exchange ideas through storytelling, discussion and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented. b. Use tools to collaborate with others both synchronously and asynchronously. c. Work toward a shared goal.
	8.3.1.2	Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion.
	8.3.3.2	Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
9	9.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues or histories.
	9.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including making connections to other texts; objectively summarize the text.
	9.1.4.2	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
	9.1.5.3	Critically analyze the use, meaning and aesthetics of illustrations, graphics and other audiovisual elements and explain their relation to the text.
	9.1.6.2	Examine the impact of a text's publishing date on its current validity and credibility in literature, social studies or science.
	9.1.6.3	Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning.
	9.1.8.2	Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.
	9.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
	9.1.9.2	Evaluate perspective, bias, credibility, relevancy and sufficiency of sources, accessing additional sources as needed.
	9.2.4.1	Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
	9.2.4.2	Write to persuade, considering and addressing other perspectives, building on skills from previous years.
	9.2.5.1	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
	9.2.7.1	Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.
	9.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
	9.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and

		Anishinaabe people and other perspectives. a. Exchange ideas on grade 9 topics, texts and issues from social studies and science. b. Elaborating on others' ideas and summarizing points of agreement and disagreement. c. Work toward a shared goal by building consensus and integrating divergent views. d. Use teacher-provided models of conflict resolution.
	9.3.1.2	Contribute to 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, demonstrating preparation for the discussion.
	9.3.3.2	Create and share, individually or in a collaborative group, a piece of digital work or digital communication designed for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.
10	10.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues or histories.
	10.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
	10.1.5.3	Evaluate the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of the text.
	10.1.6.2	Analyze the impact of a text's publishing date on its current validity and credibility in literature, social studies or science.
	10.1.6.3	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	10.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.
	10.1.9.2	Make critical choices about information sources to use based on perspective, biases, credibility and relevancy.
	10.2.4.1	Write to argue, basing argument and counterargument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.
	10.2.4.2	Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.
	10.2.5.1	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
	10.2.7.1	Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation.
	10.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
	10.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
	10.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 10 topics, texts and issues from social studies and science. b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas. c. 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. d. Develop conflict resolution strategies.
	10.3.1.2	Extend 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, demonstrating preparation for the discussion.
	10.3.3.2	Create, share and present, individually or in a collaborative group, a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a

		specific purpose; publish work, considering audience, demonstrating understanding of digital footprint.
11-12	11.1.2.3	Read widely, locating, selecting and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant and marginalized social groups.
	11.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues or histories.
	11.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text.
	11.1.5.3	Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.
	11.1.6.2	Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance.
	11.1.8.2	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
	11.2.4.1	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years
	11.2.4.2	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
	11.2.5.1	Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
	11.2.7.1	Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.
	11.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.
	11.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 11–12 topics, texts and issues from social studies and science. b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. d. Develop a shared vision and goal in seeking diverse perspectives from the wider world (e.g., experts from the local community or students from other schools, towns, states or countries). e. Employ conflict resolution strategies.
	11.3.1.2	Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.
	11.3.3.2	Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.

Grade	Code	College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History
8		(By the end of Grade 8)
	D1.5.6-8	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
	D2.Civ.1.6-8	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

	D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people's lives.
	D2.Civ.9.6-8	Compare deliberative processes used by a wide variety of groups in various settings.
	D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
	D2.Civ.12.6-8	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
	D2.Civ.14.6-8	Compare historical and contemporary means of changing societies, and promoting the common good.
	D2.Eco.1.6-8	Explain how economic decisions affect the well-being of individuals, businesses, and society.
	D2.Eco.11.6-8	Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
	D2.Geo.2.6-8	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
	D2.Geo.3.6-8	Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
	D2.Geo.4.6-8	Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
	D2.Geo.6.6-8	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
	D2.Geo.7.6-8	Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
	D2.Geo.8.6-8	Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
	D2.His.1.6-8	Analyze connections among events and developments in broader historical contexts.
	D2.His.2.6-8	Classify series of historical events and developments as examples of change and/or continuity.
	D2.His.3.6-8	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
	D2.His.4.6-8	Analyze multiple factors that influenced the perspectives of people during different historical eras.
	D2.His.5.6-8	Explain how and why perspectives of people have changed over time.
	D2.His.6.6-8	Analyze how people's perspectives influenced what information is available in the historical sources they created.
	D2.His.10.6-8	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
	D2.His.11.6-8	Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
	D2.His.12.6-8	Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
	D2.His.13.6-8	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
	D2.His.14.6-8	Explain multiple causes and effects of events and developments in the past.
	D2.His.16.6-8	Organize applicable evidence into a coherent argument about the past.
	D3.2.6-8	Evaluate the credibility of a source by determining its relevance and intended use.
	D3.4.6-8	Develop claims and counterclaims while pointing out the strengths and limitations of both.

	D4.2.6-8	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
12		(By the end of Grade 12)
	D1.1.9-12	Explain how a question reflects an enduring issue in the field.
	D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
	D2.Civ.1.9-12	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
	D2.Civ.4.9-12	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
	D2.Civ.5.9-12	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
	D2.Civ.8.9-12	Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
	D2.Civ.10.9-12	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
	D2.Civ.12.9-12	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
	D2.Civ.13.9-12	Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
	D2.Civ.14.9-12	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
	D2.Geo.2.9-12	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
	D2.Geo.3.9-12	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
	D2.Geo.5.9-12	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
	D2.Geo.6.9-12	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
	D2.Geo.7.9-12	Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
	D2.Geo.8.9-12	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
	D2.Geo.10.9-12	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
	D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
	D2.His.2.9-12	Analyze change and continuity in historical eras.
	D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
	D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people's perspectives.
	D2.His.6.9-12	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
	D2.His.7.9-12	Explain how the perspectives of people in the present shape interpretations of the past.
	D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

	D2.His.9.9-12	Analyze the relationship between historical sources and the secondary interpretations made from them.
	D2.His.10.9-12	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
	D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
	D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
	D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
	D3.1.9-12	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	D3.3.9-12	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
	D4.2.9-12	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
	D4.4.9-12	Critique the use of claims and evidence in arguments for credibility.
	D4.5.9-12	Critique the use of the reasoning, sequencing, and supporting details of explanations.
	D4.6.9-12	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Grade	Common Core State Standards for ELA and Literacy in Social Studies, Science and Technical Subjects
6	Reading Standards for Informational Text
	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	5. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
	6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	7. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	Writing Standards
	1. Write arguments to support claims with clear reasons and relevant evidence.
	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	4. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

	Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
7	Reading Standards for Informational Text 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 6. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 7. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Writing Standards 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. 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. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
8	Reading Standards for Informational Text 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- 5. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 6. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing Standards

- 1. Write arguments to support claims with clear reasons and relevant evidence.
- 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 4. 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.

Speaking and Listening Standards

- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 3. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Reading Standards for Literacy in History/Social Studies, (Grades 6-8)

- 1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 3. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 4. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 5. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- 6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 7. Distinguish among fact, opinion, and reasoned judgment in a text.
- 8. Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards for Literacy in History/Social Studies, (Grades 6-8)

- 1. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 3. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 4. 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. 5. Draw evidence from informational texts to support analysis reflection, and research.
9-10	Reading Standards for Informational Text 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 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). 5. 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. 6. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Writing Standards 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. 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. Speaking and Listening Standards 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. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Reading Standards for Literacy in History/Social Studies 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. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 6. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. 7. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

	Writing Standards for Literacy in History/Social Studies 1. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 2. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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. 3. 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. 4. Draw evidence from informational texts to support analysis, reflection, and research.
11-12	Reading Standards for Informational Text 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. 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. 3. 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). 4. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 5. 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. 6. 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. 7. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). Writing Standards 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. 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. Speaking and Listening Standards 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. 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. 3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Reading Standards for Literacy in History/Social Studies 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6. 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.
- 7. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing Standards for Literacy in History/Social Studies

- 1. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 3. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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.
- 4. 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.
- 5. Draw evidence from informational texts to support analysis, reflection, and research.