Common Core State Standards Implementation Plan for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Common Core State Standard | What I will teach each marking period | | | | How it will be taught | Resources needed | How it will be assessed |
| 1st | 2nd | 3rd | 4th |
| Grades 11-12 Reading in History/Social Studies | | | | | | | |
| Key Ideas and Details | | | | | | | |
| 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. |  |  |  |  |  |  |  |
| Craft and Structure | | | | | | | |
| 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. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. |  |  |  |  |  |  |  |
| Integration of Knowledge and Ideas | | | | | | | |
| 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |  |  |  |  |  |  |  |
| 8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. |  |  |  |  |  |  |  |
| 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |  |  |  |  |  |  |  |
| Range of Reading and Level of Text Complexity | | | | | | | |
| 10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. |  |  |  |  |  |  |  |