Common Core State Standards Implementation Plan for Grades 6-8 History/Social Studies

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| Reading Standards for Literacy in History/Social Studies | | | | | | | |
| Key Ideas and Details | | | | | | | |
| 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. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |  |  |  |  |  |  |  |
| Craft and Structure | | | | | | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |  |  |  |  |  |  |  |
| 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). |  |  |  |  |  |  |  |
| 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |  |  |  |  |  |  |  |
| Integration of Knowledge and Ideas | | | | | | | |
| 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |  |  |  |  |  |  |  |
| 8. Distinguish among fact, opinion, and reasoned judgment in a text. |  |  |  |  |  |  |  |
| 9. Analyze the relationship between a primary and secondary source on the same topic. |  |  |  |  |  |  |  |
| Range of Reading and Level of Text Complexity | | | | | | | |
| 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |  |  |  |  |  |  |  |