SOCIAL STUDIES   GRADE ELEVEN & TWELVE : COLLEGE & CAREER READINESS SKILLS

LITERACY	KNOW	UNDERSTAND	DO
	COMMON CORE STANDARDS ANCHOR READING STANDARD FOR LITERACY IN SOCIAL STUDIES		
READING INFORMATION	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
KEY IDEAS AND DETAILS **RI.1.** Grade 11-12: 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.	• Informational text (historical, expository/technical texts) • How to cite specific textual evidence (e.g., offer proof from primary and secondary sources) • Features that reflect the reliability of a source (e.g., date, origin of information) • How to analyze (e.g., bias, credibility, point of view, perspective) • Audience • Purpose • Primary sources (including strengths and limitations) • Secondary sources (including strengths and limitations)	• Authors of informational text(s) make specific choices about the selection of sources and use of evidence. • Good readers/researchers synthesize information from an analysis of sources to gain insights or draw conclusions about text(s) as a whole.	• Recognize features that impact the reliability of a source (e.g., date, origin of information) • Describe the connection between the audience and the text • Describe the connection between the author's purpose and the text • Identify/cite and explain information from primary and secondary sources • Identify/cite appropriate text support for inferences • Analyze primary and secondary sources for bias, credibility, point of view, perspective, purpose, date, and origin of information • Synthesize the insights gained from the text to make connections (e.g., text-to-world, event- to- event) • 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 • 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
RI.2. Grade 11-12: 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.	• Informational text (historical, expository/technical texts) • Primary source(s) • Secondary source(s) • Central/main idea • Key events/details • Prior/background knowledge • Difference between central/main ideas and key details/events in an informational text • Patterns of organization(e.g. sequence/ chronological order, classification, definition, simple process, description, comparison) • Different purposes for graphic organizers, based on structure of text • Difference between central/ main ideas and key details in an informational text • Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts	• Authors select organizational patterns and support to convey their central idea(s). • Good readers/researchers use information from primary and secondary sources in informational text(s) to identify the central idea(s). • Good readers/researchers develop accurate summaries that capture the central ideas of informational text and exclude personal opinions or judgments.	• Determine the central idea of an informational text • Recognize how ideas are organized in an informational text • Identify primary sources • Identify secondary sources • Describe or graphically represent the relationship between central ideas and details/events • Explain how the central ideas are supported by key details • Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments • 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. • Analyze the development of central ideas in a text • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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KEY IDEAS AND DETAILS **RI.3.** Grade 11-12: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	• Informational text (historical, expository/technical texts) • How to evaluate effectively • Author's perspective and beliefs • Textual evidence • The connection between the author's purpose and what is included in the text • How to evaluate competing interpretations • Differences between factual information and interpretation • Words that assist analysis and explanation (e.g., because, then, as a consequence, in contrast) of informational text(s)	• Authors select sources and evidence to support their explanations for actions or events. • Authors control information and their message through their choices of how information is presented and develops. • Good readers/researchers recognize and evaluate various interpretations of the same event.	• Differentiate between fact and interpretation • Identify the author's perspective and beliefs • Connect the author's purpose and what is included/excluded from the text • Identify which actions and events can be explained given the limitations of available source material • Evaluate various interpretations for actions or events • Analyze how and why individuals, events, or ideas develop and interact over the course of a text • Evaluate various explanations for actions or events and determine which explanation best accords with textual • evidence, acknowledging where the text leaves matters uncertain

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		KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application, Extended Thinking)
CRAFT & STRUCTURE	**RI.4.** Grade 11-12: 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).	• Informational text (historical, expository/technical texts) • Context clues • How to analyze • Word/language choices • Literal/Denotative meaning • Connotative meaning • Technical meaning • Domain-specific words	• Authors make purposeful word choices to achieve an intended effect within informational text(s). • Authors of informational text(s) use domain-specific vocabulary to clarify concepts. • Good readers/researchers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).	• Read and reread other sentences, paragraphs, and non-linguistic images in an informational text to identify context clues that can be used to determine the meaning of unknown words • Use context clues to unlock the meaning of unknown words/phrases • Identify, determine the meaning of, and use domain-specific terms • Determine the appropriate definition of words that have more than one meaning • Trace how an author uses and refines the meaning of key words and concepts over the course of a text • 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
	RI.5. Grade 11-12: 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.	• Informational text (historical, expository/technical texts) • How to analyze • Difference between explain and analyze • Primary source(s) • Various text features(e.g., captions, maps, information from charts and graphs, illustrations) • Various text structures (e.g., sentences, paragraphs, sections, chapters) • Relationships between parts of text (e.g., key sentences, paragraphs and whole text) • Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)	• Authors select specific patterns of organization to convey information. • Authors' choices of structures, features, etc. control the central idea and the readers' perceptions. • Good readers/researchers use their knowledge of organizational patterns in informational text(s) in order to make meaning.	• Identify complex primary sources • Identify how a complex primary source is structured • Analyze patterns of organization in informative/technical texts to make meaning of text • Analyze the unique features of various informative texts to enhance understanding of the text • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas • 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
	RI.6. Grade 11-12: 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.	• Informational text (historical, expository/technical texts) • How to analyze • Difference between explain and analyze • Primary source(s) • Various text features(e.g., captions, maps, information from charts and graphs, illustrations) • Various text structures (e.g., sentences, paragraphs, sections, chapters) • Relationships between parts of text (e.g., key sentences, paragraphs and whole text) • Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)	• Authors select specific patterns of organization to convey information. • Authors' choices of structures, features, etc. control the central idea and the readers' perceptions. • Good readers/researchers use their knowledge of organizational patterns in informational text(s) in order to make meaning.	• Identify complex primary sources • Identify how a complex primary source is structured • Analyze patterns of organization in informative/technical texts to make meaning of text • Analyze the unique features of various informative texts to enhance understanding of the text • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas • 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

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RI.8. Grade 11-12: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	• Informational text (both literary nonfiction and expository/technical texts) • How to trace/delineate an author's reasoning • How to evaluate/assess an author's argument and specific claims • Relevant vs. irrelevant details • Relevant reasons/evidence • Sound/logical/justified reasoning • Relevant, sufficient evidence • Legal reasoning • Rhetorical strategies for persuasion (e.g., logos, ethos, pathos) • Valid vs. invalid claims • False statements • Persuasive techniques/fallacious reasoning (e.g., bandwagon, red herring, propaganda, appeal to authority)	• Authors sometimes use fallacious or invalid reasoning, irrelevant and/or insufficient evidence, and/or false statements to support their arguments and claims in order to promote their ideas or agenda. • Good readers recognize when and why authors use fallacious reasoning and false statements in their arguments.	• Identify the author's argument and specific claims • Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence that support the author's argument and specific claims • Differentiate between claims which are supported by reasons/evidence and those which are not • Differentiate between valid and invalid claims • Identify sound reasoning • Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s) • Identify false statements and fallacious reasoning in an argument • Recognize when irrelevant evidence is introduced • Research other sources to challenge information presented by an author • Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
RI.9. Grade 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	• Informational text (both literary nonfiction and expository/technical texts) • How to integrate information from diverse sources (e.g., primary sources, secondary sources) • Primary source • Secondary source • Strengths and limitations of primary and secondary sources • Compare/contrast • Author's viewpoint/ focus/ attitude/bias • Author's perspective (background) • Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts)	• Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose. • Good readers make meaning of informational texts by analyzing how different authors shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts..	• Develop research strategies • Identify the relationship between a primary and secondary source on the same topic • Identify the corroborating or conflicting information, facts, interpretations • Identify the authors' positions in the text • Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases • Analyze the strengths and limitations of primary and secondary sources • Integrate information from diverse sources, both primary and secondary, into a coherent understanding/conclusion/ explanation of an idea or event, noting discrepancies among sources

(Left vertical header: INTEGRATION OF KNOWLEDGE AND IDEAS)