

American Indian Termination and Relocation Primary Source Packet: Grades 6-12 Standards Connection

TABLE OF CONTENTS

Pages	Bookmarks to standards that are supported in this kit.	Links to all K-12 Standards
1-2	Minnesota K-12 Academic Standards for Social Studies	Social Studies (Minnesota Department of Education- Social Studies)
2-7	Minnesota K-12 Academic Standards for ELA	English Language Arts (Minnesota Department of Education- English Language Arts)
7-8	The College, Career, and Civic Life (C3) Framework...	The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12
9-13	Common Core State Standards for English Language Arts & Literacy in History...	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Grade	Code	Minnesota K-12 Academic Standards for Social Studies
6	6.1.1.1	Analyze a state or local policy by identifying and examining opposing positions from diverse perspectives and frames of reference, interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence and developing strategies to persuade others with this position.
	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 each one over time.
	6.3.15.1	Explain how physical features and location of resources affect settlement patterns, including those of Dakota and Anishinaabe people, 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.
	6.5.23.1	Identify and explain how discrimination based on race, gender, economic, ableism and other social group identity affects the history, health, growth and/or current experiences of residents of Minnesota.
7	6.5.24.2	Identify individuals, community organizations, and businesses and corporations that make their community in Minnesota unique. Analyze how these groups do community building efforts, specifically by racialized and marginalized groups/individuals in Minnesota.
	7.1.6.1	Explain the impacts of treaties and policies from the perspectives of the United States and Tribal Nations. Analyze ways in which Tribal Nations are seeking to enforce treaty rights.
	7.2.9.1	Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternative.
	7.3.14.1	Describe how physical and human characteristics and power structures influence the function of places over time.
	7.3.17.1	Evaluate political, economic, spatial and historical perspectives used to justify the displacement/removal of Indigenous peoples throughout the past in the United States.

	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.
	7.5.23.1	Examine the benefits and consequences of power and privilege on issues associated with poverty, income and the accumulation of wealth.
	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).
	7.5.25.1	Examine the impact and memory of U.S. expansion and native dispossession today and how it’s memorialized.
8	8.3.14.1	Explain how physical and human characteristics influence how people live in different places.
	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	9.1.6.1	Evaluate the unique political status of Tribal Nations in relation to the United States.
	9.1.6.2	Compare trust relationships between Tribal Nations and Minnesota’s state and local governments, United States governments and governments of other nations.
	9.1.6.4	Examine contemporary challenges and successes regarding Tribal Nations and the United States government (local, state, federal).
	9.2.7.1	Use economic analysis to explore an economic question.
	9.2.8.1	Describe the opportunity cost of a choice and analyze the consequences of a specific choice, both intended and unintended.
	9.2.8.5	Identify measures of income distribution, wealth distribution, causes of income inequality and poverty. Explain how these affect, and are affected by, the economy. Evaluate the effectiveness of, and incentives created by, government income redistribution programs.
	9.2.9.1	Analyze how individual or household income is determined by a variety of individual and social factors.
	9.3.17.2	Analyze how 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.
	9.4.18.5	U.S. History Era 8: Civil Rights Struggles. Analyze complex and interacting factors within the Long Civil Rights Movement. Identify obstacles to the success of the various civil rights movements, such as Black, Indigenous, women, Latinx American, Asian American and/or Queer rights movements. Identify intersections between the movements. Explain strategies used to overcome the obstacles and the role of key leaders and groups.
	9.4.22.14	U.S. History Era 9: Contested Freedoms. Draw on historical examples to propose a viable solution to a pressing economic, environmental or social issue.
	9.5.23.1	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.
	9.5.23.4	Investigate how the establishment of the Minnesota and U.S. government upheld and violated ideas of freedom, equality and justice for individuals and groups.

Grade	Code	Minnesota K-12 Academic Standards for ELA
6	6.1.3.1	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.
	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.

	6.1.4.4	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational 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.
	6.1.7.1	Distinguish between relevant and irrelevant evidence to evaluate an author's argument.
	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.
	6.1.9.2	Evaluate perspective, credibility and relevancy of sources related to task and purpose.
	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.
	6.2.8.1	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
	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. - Use tools to collaborate with others synchronously and asynchronously. - 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.
7	6.3.3.2	Create and share, individually or in a collaborative group, an informative multi-media work or digital communication, choose tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
	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.
	7.1.4.4	Analyze the interactions between individuals, events or concepts in informational 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.
	7.1.6.3	Analyze how two or more authors writing about the same topic, including topics about Dakota and Anishinaabe people, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	7.1.7.1	Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims.
	7.1.8.2	Analyze the impact of specific word choice on meaning and tone in academic, technical and domain-specific text.
	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.

	7.2.5.2	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
	7.2.7.1	Formulate self-generated questions that narrow or broaden the inquiry when appropriate.
	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 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 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 information text.
	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.
	8.1.6.3	Analyze a case in which two or more texts, including one text by or about Dakota and Anishinaabe people or other diverse cultures, provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
	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, relevance and sufficiency of sources related to task and purpose (e.g., purpose/motive of author or source).
	8.2.2.2	Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.
	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.
	8.2.5.1	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.
	8.2.5.2	Write to respond to a literary text, demonstrating understanding of style, mood and tone (e.g., writing personal reactions, analysis, and interpretation of text).
	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 evidence presented. b. Use tools to collaborate with others both synchronously and asynchronously. c. Work toward a shared goal.

	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.
	9.1.4.4	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
	9.1.6.2	Examine the impact of a text’s publishing date on its current validity 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.
	9.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
	9.2.4.1	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 using precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
	9.2.5.2	Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis and interpretation of text).
	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 as well as other perspectives. a. Exchange ideas on Grade 9 topics, texts and issues from social studies and science. b. Elaborate 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.
	10.1.4.4	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
	10.1.6.1	Analyze how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a 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.
	10.2.4.1	Write to argue, basing argument and counter-argument, 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 attempting 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 the subject of investigation, and share findings in writing.
	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.
11-12	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, and demonstrating understanding of digital footprint.
	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 information text, including where the text leaves matter uncertain; objectively summarize the text.
	11.1.4.4	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, concepts or events interact and develop in informational text.
	11.1.6.1	Evaluate how the author’s, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text.
	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.
	11.2.4.1	Write to argue, basing argument and counter-argument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, 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.

	11.3.1.1	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 Grades 11-12 topics, texts and issues from social studies and science. b. Seek the perspective 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. Develop 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	The 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)
	D1.1.6-8	Explain how a question represents key ideas in the field.
	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.3.6-8	Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
	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.Eco.12.6-8	Explain how inflation, deflation, and unemployment affect different groups.
	D2.Geo.6.6-8	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
	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.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.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.
	D3.1.6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	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.

	D4.1.6-8	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
	D4.4.6-8	Critique arguments for credibility.
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.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.6.9-12	Critique relationships among governments, civil societies, and economic markets.
	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.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.8.9-12	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
	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.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.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.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.13.9-12	Critique the appropriateness of the historical sources used in a secondary interpretation.
	D2.His.16.9-12	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
	D2.His.17.9-12	Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
	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.
	D3.2.9-12	Evaluate the credibility of a source by examining how experts value the source.
	D4.1.9-12	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
	D4.4.9-12	Critique the use of claims and evidence in arguments for credibility.

Grade	Common Core State Standards for English Language Arts & Literacy in History/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. 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. 3. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 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. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 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. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

	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. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 6. 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. 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8. 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. 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. 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. 5. 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. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. 4. 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. 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). 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. 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. 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 arguments focused on discipline-specific content. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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.
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. 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). 4. 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. 5. 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. 6. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. 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. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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. 5. 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. 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. 6. Assess the extent to which the reasoning and evidence in a text support the author’s claims. 7. Compare and contrast treatments of the same topic in several primary and secondary sources. Writing Standards for Literacy in History/Social Studies 1. Write arguments focused on discipline-specific content. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 3. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.
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. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 3. 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. 4. 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. 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. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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. 5. 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. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 4. 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. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- 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 arguments focused on discipline-specific content.
- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 3. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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. Draw evidence from informational texts to support analysis, reflection, and research.