

**CROSS CONTENT INSTRUCTIONAL FOCUS CALENDAR 2011-2012
 BASED ON COMMON CORE STANDARDS**

Materials for implementation available at:

<http://www.monarchknights.com/teacherwebpages/moss/SocialStudiesResources.html>

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| COMMON CORE STANDARDS Reading Standards for Literature The CCR anchor standards and high school grade-specific standards GRADE 9-10 | COMMON CORE STANDARDS Reading Standards for Literature The CCR anchor standards and high school grade-specific standards GRADE 11-12 |
| AUGUST AND SEPTEMBER | |
| Key Ideas and Details | |
| 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. | 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 of how key events or ideas develop over the course of the text. | 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. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| OCTOBER | |
| Craft and Structure | |
| 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. | 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 <i>faction</i> in <i>Federalist No. 10</i>). |
| 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | 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. |

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| 6. 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. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| NOVEMBER | |
| Integration of Knowledge and Ideas | |
| 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | 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. Assess the extent to which the reasoning and evidence in a text support the author's claims. | 8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |
| 9. Compare and contrast treatments of the same topic in several primary and secondary sources. | 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| DECEMBER AND JANUARY | |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. |
| AS APPLY TO APPROPRIATE TEXTS | |
| INCORPORATING CIVICS INTO ENGLISH LANGUAGE ARTS | Next Generation English Language Arts Benchmark Alignment |
| English 1 | |
| SS.912.C.2.2 Evaluate the importance of political participation and civic participation. | LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary |

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| | to connect topics and function as a fully literate member of a shared culture. |
| SS.912.C.12 Explain the changing roles of television, radio, press, and Internet in political communication. | LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations. |
| SS.912.C.13 Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. | LA.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. |
| English 2 | |
| SS.912.C.2.13 Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. | LA.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. |
| SS.912.C.2.6 Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. | LA.910.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments. |
| SS.912.C.4.3 Assess human rights policies of the United States and other countries. | LA.910.2.2.3 The student will organize information to show understanding or |

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| <p>SS.912.C.4.3</p> <p>Assess human rights policies of the United States and other countries.</p> | <p>LA.910.2.2.3</p> <p>The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).</p> |
| <p>English 3</p> | |
| <p>SS.912.C.1.2</p> <p>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</p> | <p>LA.1112.4.2.3</p> <p>The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs.</p> |
| <p>SS.912.C.2.13</p> <p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> | <p>LA.1112.6.3.1</p> <p>The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.</p> |
| <p>SS.912.C.3.3</p> <p>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</p> | <p>LA.1112.4.2.2</p> <p>The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information.</p> |
| <p>SS.912.C.3.4</p> | <p>LA.1112.6.2.1</p> |

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| <p>SS.912.C.3.11</p> <p>Contrast how the Constitution safeguards and limits individual rights.</p> | <p>LA.1112.2.2.3</p> <p>The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).</p> |
| <p>English 4</p> | |
| <p>SS.912.C.2.7</p> <p>Explain why rights have limits and are not absolute</p> | <p>LA.1112.5.2.3</p> <p>The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria.</p> |
| <p>SS.912.C.4.1</p> <p>Explain how the world's nations are governed differently.</p> | <p>LA.1112.2.2.5</p> <p>The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> |