

US History
Grades: 9-12
States: Common Core State Sta

The Progressive Era (1890 - 1930): U.S. Foreign Policy
Summary: This topic looks at America's foreign policy in the beginning of t
imperialism during this tim

Common Core State Standar
Language Arts
Grade: 9-10 - Adopted 201

STRAND / DOMAIN	CCSS.ELA-Literacy.RL.9-10
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RL.9-10.7
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.9-10
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RI.9-10.1
STANDARD	CCSS.ELA-Literacy.RI.9-10.2
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.9-10
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RI.9-10.4
STANDARD	CCSS.ELA-Literacy.RI.9-10.5
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.9-10
CATEGORY / CLUSTER	

STANDARD	CCSS.ELA-Literacy.RI.9-10.8
STANDARD	CCSS.ELA-Literacy.RI.9-10.9
STRAND / DOMAIN	CCSS.ELA-Literacy.W.9-10
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.W.9-10.7
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.9-10
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.SL.9-10.2
STRAND / DOMAIN	CCSS.ELA-Literacy.L.9-10
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.L.9-10.4
EXPECTATION	CCSS.ELA-Literacy.L.9-10.4a
EXPECTATION	CCSS.ELA-Literacy.L.9-10.4d
STRAND / DOMAIN	CCSS.ELA-Literacy.L.9-10
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.L.9-10.6

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RI.11-12.1
STANDARD	CCSS.ELA-Literacy.RI.11-12.2
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RI.11-12.4
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RI.11-12.7
STANDARD	CCSS.ELA-Literacy.RI.11-12.8
STANDARD	CCSS.ELA-Literacy.RI.11-12.9
STRAND / DOMAIN	CCSS.ELA-Literacy.W.11-12
CATEGORY / CLUSTER	

STANDARD	CCSS.ELA-Literacy.W.11-12.7
STRAND / DOMAIN	CCSS.ELA-Literacy.W.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.W.11-12.9
EXPECTATION	CCSS.ELA-Literacy.W.11-12.9b
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.SL.11-12.2
STRAND / DOMAIN	CCSS.ELA-Literacy.L.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.L.11-12.4
EXPECTATION	CCSS.ELA-Literacy.L.11-12.4a
EXPECTATION	CCSS.ELA-Literacy.L.11-12.4d
STRAND / DOMAIN	CCSS.ELA-Literacy.L.11-12
CATEGORY / CLUSTER	

STANDARD	CCSS.ELA-Literacy.L.11-12.6
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Social Studies
Grade: 9-10 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10
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CATEGORY / CLUSTER	
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STANDARD	CCSS.ELA-Literacy.RH.9-10.1
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STANDARD	CCSS.ELA-Literacy.RH.9-10.2
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STANDARD	CCSS.ELA-Literacy.RH.9-10.3
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STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10
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CATEGORY / CLUSTER	
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STANDARD	CCSS.ELA-Literacy.RH.9-10.4
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STANDARD	CCSS.ELA-Literacy.RH.9-10.5
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STANDARD	CCSS.ELA-Literacy.RH.9-10.6
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STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10
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CATEGORY / CLUSTER	
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STANDARD	CCSS.ELA-Literacy.RH.9-10.7
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STANDARD	CCSS.ELA-Literacy.RH.9-10.8
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STANDARD	CCSS.ELA-Literacy.RH.9-10.9
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STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10
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CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RH.9-10.10
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.WHST.9-10.9

Grade: 11-12 - Adopted 201

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RH.11-12.1
STANDARD	CCSS.ELA-Literacy.RH.11-12.2
STANDARD	CCSS.ELA-Literacy.RH.11-12.3
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RH.11-12.4
STANDARD	CCSS.ELA-Literacy.RH.11-12.5
STANDARD	CCSS.ELA-Literacy.RH.11-12.6
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12
CATEGORY / CLUSTER	

STANDARD	CCSS.ELA-Literacy.RH.11-12.7
STANDARD	CCSS.ELA-Literacy.RH.11-12.8
STANDARD	CCSS.ELA-Literacy.RH.11-12.9
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.RH.11-12.10
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12
CATEGORY / CLUSTER	
STANDARD	CCSS.ELA-Literacy.WHST.11-12.9

standards

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Reading Standards for Literature
Integration of Knowledge and Ideas
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
Reading Standards for Informational Text
Key Ideas and Details
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
Reading Standards for Informational Text
Craft and Structure
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).
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Reading Standards for Informational Text
Integration of Knowledge and Ideas

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.

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

Research to Build and Present Knowledge

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.

Speaking and Listening Standards

Comprehension and Collaboration

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Language Standards

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Language Standards

Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text**Key Ideas and Details**

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.

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading Standards for Informational Text**Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Reading Standards for Informational Text**Integration of Knowledge and Ideas**

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.

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing Standards**Research to Build and Present Knowledge**

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.

Writing Standards

Research to Build and Present Knowledge

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11-12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").

Speaking and Listening Standards

Comprehension and Collaboration

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.

Language Standards

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Language Standards

Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Reading Standards for Literacy in History/Social Studies

Craft and Structure

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 science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

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.

Reading Standards for Literacy in History/Social Studies

Integration of Knowledge and Ideas

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

Reading Standards for Literacy in History/Social Studies

Range of Reading and Level of Text Complexity

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies

Research to Build and Present Knowledge

Draw evidence from informational texts to support analysis, reflection, and research.

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Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

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.

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.

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Reading Standards for Literacy in History/Social Studies

Craft and Structure

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).

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.

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Reading Standards for Literacy in History/Social Studies

Integration of Knowledge and Ideas

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.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards for Literacy in History/Social Studies

Range of Reading and Level of Text Complexity

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies

Research to Build and Present Knowledge

Draw evidence from informational texts to support analysis, reflection, and research.