

Critical Content/Concept Web

Unit Planner

Unit Topic: Basic Economic Concepts

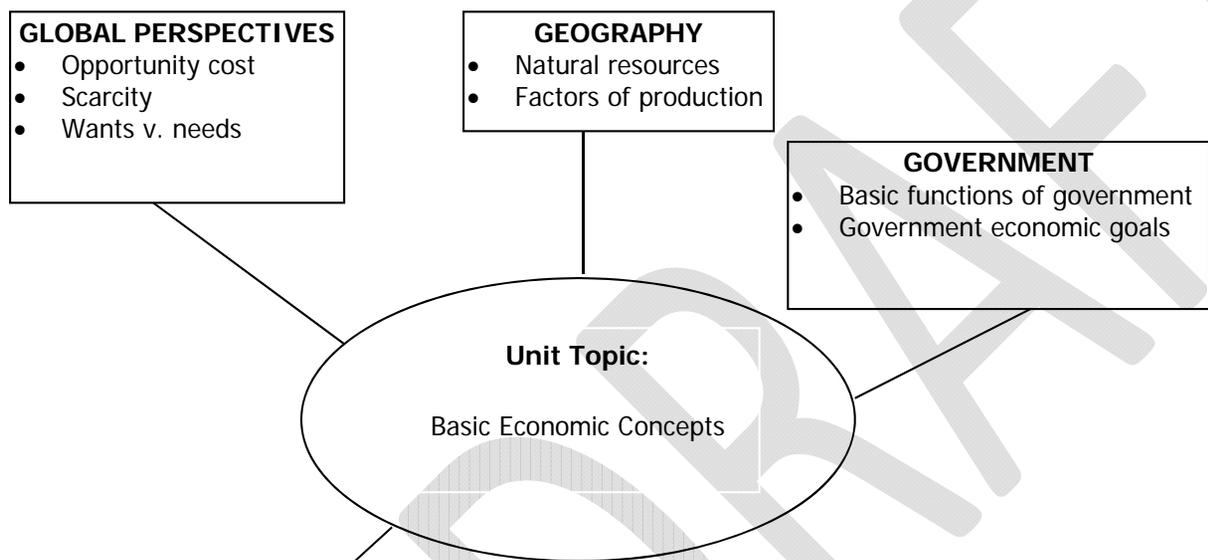
Conceptual Lens: Scarcity/Economic System

Grade: 11th - Economic

Unit Overview

This unit will focus on the language of economics and how economists think and approach issues. It will cover both concepts and individuals that are essential to understanding the basics of economics. This unit will then examine the foundations of our economic system. It will investigate the role of government in the economy at both local and national levels by analyzing the events that are affecting those areas. Other nations' systems will be analyzed and comparisons will be done between the various economic systems.

Weeks 1-3, 1st Quarter



- ECONOMICS**
- Voluntary exchange
 - Marginal cost & benefit
 - Basic economic questions
 - Traditional, Command & Market systems
 - Pillars of American economic system
 - Adam Smith
 - Karl Marx

Vocabulary/Ideas			
Economics	Marginal cost	Adam Smith	Competition
Production Possibilities Curve	Trade off	Karl Marx	Socialism
Incentive	Land	Traditional	Opportunity cost
Invisible hand	Labor	Command	Scarcity
Private property	Physical capital	Voluntary exchange	Entrepreneur
Profit	Human capital	Market	
	Monetary capital		

Grade: 11 th - Economics Subject: Social Studies Unit: Basic Economic Concepts <i>Lens: Scarcity/Economic Systems</i>	
Enduring Understandings	Guiding Questions
Global Perspectives	
<p>1. People make choices based on wants, needs, and costs.</p> <p>9-12.E.3.1.1 Define scarcity and explain its implications in decision making.</p> <p>9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influence prices.</p>	<p>a. What is a want? Need?</p> <p>b. What is the opportunity cost of choices?</p> <p>c. How do people prioritize their choices?</p>
Economics	
<p>2. Scarcity necessitates trade and individual exchange.</p> <p>9-12.E.3.1.1 Define scarcity and explain its implications in decision making.</p> <p>3. Resources are managed through economic systems.</p> <p>9-12.E.3.2.1 Compare and contrast the characteristics of different economic systems.</p> <p>9-12.E.3.1.3 Identify how incentives determine what is produced and distributed in a competitive market system.</p> <p>9-12.E.2.4.1 Explain how the factors of production are distributed among geographic regions and how this influences economic growth.</p>	<p>a. What is scarcity?</p> <p>b. Why do people exchange?</p> <p>c. Would we be better off without trade?</p> <p>a. How do markets affect trade?</p> <p>b. Should trade be fair?</p> <p>c. What are the different types of economic systems?</p> <p>d. Which system is the most effective?</p>
Geography	
<p>4. Productive resources are limited.</p> <p>9-12.E.2.4.1 Explain how the factors of production are distributed among geographic regions and how this influences economic growth.</p> <p>9-12.E.3.1.4 Describe the factors of production.</p>	<p>a. What is a resource?</p> <p>b. How are resources manipulated to be productive?</p> <p>c. How can specialization increase productivity?</p>
Government	
<p>5. Governments manage economies to meet their goals and maximize the benefit to their citizens.</p> <p>9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system.</p>	<p>a. What is the role of the government in the economy?</p> <p>b. How do governments affect economies?</p> <p>c. What is the difference between free market economies, command economies and socialist economies?</p>

Grade: 11 th - Economics Subject: Social Studies Unit: Basic Economic Concepts Lens: <i>Scarcity/Economic Systems</i>			
Critical Content and Skills		AC = Assessment Code: <ul style="list-style-type: none"> Q – Quizzes O – Observations D – Dialogues T - Tests 	<ul style="list-style-type: none"> P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> 1. People exchange voluntarily because of the perceived benefits. 2. Scarcity causes people to make choices about how to allocate their resources. 3. Opportunity cost looks at decisions by analyzing costs and benefits of alternatives. 4. The 3 basic economic questions determine the economic system. 5. The four factors of production are land (natural resources), labor, capital and entrepreneurship. 6. Economic systems have a mixture of traditional, command and market elements. 7. Karl Marx is considered the father of socialism and influenced the United States' and other countries' economic systems. 8. Adam Smith is considered the father of capitalism and influenced the United States' and other countries' economic systems. 9. The pillars of our economic system revolve around private property, profit, and competition. 		<p style="text-align: center;">Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p style="text-align: center;">Please see pages 20-22 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p>	

Critical Content/Concept Web

Unit Planner

Unit Topic: Supply & Demand

Conceptual Lens: Supply and Demand

Grade: 11th - Economics

Unit Overview

This unit will teach the concepts and laws that are necessary to understand markets, demand, supply, and marginal thinking by investigating various local, regional, and national examples. Students will learn how to use graphs to explain and predict market behaviors.

Weeks 4-6, 1st Quarter

Vocabulary/Ideas

Law of Diminishing Marginal Utility	Marginal thinking	Shortage
Factors that cause supply curve to shift	Subsidies	Surplus
Factors that cause demand curve to shift	Quotas	Substitute
Price floor	Law of Demand	compliments
Price ceiling	Market equilibrium	

ECONOMICS

- Law of Demand
- Law of Supply
- Shortage & Surplus
- Market Equilibrium
- Marginal analysis
- Law of Diminishing Marginal Utility
- Factors that shift supply and demand

GOVERNMENT

- Price floors/ceilings
- Subsidies and quotas

Unit Topic:

Supply and Demand

Grade: 11 th - Economics Subject: Social Studies Unit: Supply & Demand <i>Lens: Supply and Demand</i>	
Enduring Understandings	Guiding Questions
Economics	
<p>1. Markets exist to facilitate trade. 9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influence prices.</p> <p>2. Markets are most efficient when there is minimal interference. 9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, business and individuals.</p> <p>3. Consumers and producers make decisions in a free market. 9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influence prices.</p>	<p>a. What is a market? b. How do markets function? c. What is the impact of government intervention in the market?</p>
Government	
<p>4. Governments intervene in markets to protect the public good. 9-12.E.3.1.3 Identify how incentives determine what is produced and distributed in a competitive market system.</p>	<p>a. How can governments affect markets? b. Why do governments intervene in markets?</p>

Grade: 11 th - Economics Subject: Social Studies Unit: Supply & Demand <i>Lens: Supply and Demand</i>			
Critical Content and Skills		AC = Assessment Code:	
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Students will Know...	AC	Students will be able to ...	AC
1. The laws of demand states that the quantity demanded increases as prices diminish and the quantity demanded decreases as prices increase. 2. The law of supply states that businesses produce more when prices are higher and produce less when prices fall. 3. Market prices tend to be efficient; they minimize shortages and surpluses. 4. Equilibrium is where the quantity supplied equals the quantity demanded. 5. When shortages exist, prices will likely rise and when surpluses exist, prices will likely fall. 6. Subsidies, quotas, price floors, and price ceilings are all forms of market interference, which make markets less efficient. 7. The factors that cause supply and demand curves to shift. (i.e. change in income, input prices, etc.) 8. Supply and demand curves graphically explain market conditions. 9. The law of diminishing marginal utility explains consumer behavior by telling us there comes a point when satisfaction decreases with increased consumption. 10. How to create and interpret charts and graphs. 11. Marginal analysis is when individuals compare the marginal costs and marginal benefits of a decision before they act upon it.		<p align="center"> Common Core State Standards for Literacy in History/Social Studies 11-12 Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units. Please see pages 20-22 of this document for a complete list of the CCSS for Literacy in History/Social Studies. </p>	

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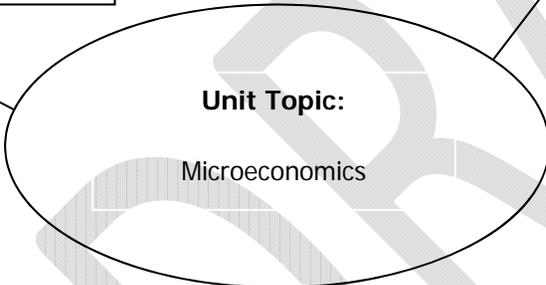
Unit Topic: Microeconomics

Conceptual Lens: Exchange

Grade: 11th - Economics

- ECONOMICS**
- Business organizations
 - Mergers
 - Economies of Scale
 - Diminishing Returns
 - Labor unions
 - Entrepreneurship
 - Market structures

- GOVERNMENT**
- Licensing
 - Patents
 - Copyrights



Unit Overview

In this unit students will gain knowledge about collective bargaining from labor and management perspectives. Various types of business organizations and market structures will be explored. Government involvement in business will be analyzed.

Weeks 7-9, 1st Quarter

Vocabulary/Ideas		
Diminishing marginal returns	Collective bargaining	Corporations
Economies of scale	Sole proprietorship	Externality
Mergers (vertical/horizontal)	Acquisitions	Free rider
Monopolistic competition	Patents	Public goods
Perfect competition	Copyrights	Private goods
Oligopoly	Trademarks	Common resources
Monopoly	Partnerships	

Grade: 11 th - Economics Subject: Social Studies Unit: Microeconomics <i>Lens: Exchange</i>	
Enduring Understandings	Guiding Questions
Economics	
<p>1. Entrepreneurs are an important component of economies. 9-12.E.3.3.2 Describe the elements of entrepreneurship.</p> <p>2. Businesses and consumers both gain from interactions with each other. 9-12.E.3.3.1 Explain the characteristics of various types of business and market structures.</p>	<p>a. What is an entrepreneur? b. What is the importance of entrepreneurship in our society?</p> <p>a. What are the types of businesses? b. What do businesses contribute to societies? c. What is the role of business? d. How do both businesses and consumers gain from interacting?</p>
Government	
<p>3. Governments regulate business to protect workers, consumers, and businesses. 9-12.E.3.3.3 Identify the role of the financial markets and institutions. 9-12.E.3.3.4 Explain the purposes of labor unions.</p>	<p>a. How does government regulate businesses and consumers? b. How does government protect businesses and consumers? c. How does government help or hinder when it becomes involved in business activity?</p>

Grade: 11 th - Economics Subject: Social Studies Unit: Microeconomics Lens: Exchange			
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Students will Know...	AC	Students will be able to do...	AC
1. The majority of businesses are organized as forms of proprietorships, partnerships, or corporations. 2. Entrepreneurs have many characteristics, but their most valuable trait is that they know when to take a risk. 3. Larger businesses experience economies of scale. 4. Diminishing marginal returns occurs when increased inputs do not lead to increased productivity. 5. Labor unions can lead to better working conditions and higher wages through collective bargaining. 6. Markets function differently, and affect consumers differently, depending on whether or not they are monopolies, oligopolies, monopolistic competition, or perfectly competitive markets. 7. Mergers benefit companies; they can be categorized as vertical, horizontal, or conglomerate. 8. The government helps protect property rights, including intellectual property, through licensing, patents, copyrights, and trademarks. 9. Governments can correct for externalities 10. Governments provide public goods and those who do not pay for those public goods but still use them are called free riders.		<p align="center"> Common Core State Standards for Literacy in History/Social Studies 11-12 Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units. Please see pages 20-22 of this document for a complete list of the CCSS for Literacy in History/Social Studies. </p>	

Critical Content/Concept Web

Unit Planner

Unit Topic: Personal Finance

Conceptual Lens: Consumption

Grade: 11th - Economics

Unit Overview

Students will investigate what it takes to be a knowledgeable consumer. They will be able to identify resources that help advocate consumer rights. Investments and principles of personal finance will be explored as well as how government policies impact consumers.

Weeks 1-3, 2nd Quarter

GLOBAL PERSPECTIVES

- Budgets
- Interest
- Investment
- Credit
- Debt

ECONOMICS

- Rate of return
- Budgets
- Investing
- Risk v. reward

Unit Topic:

Personal Finance

GOVERNMENT

- Economic policy
- Taxation
- Functions of government

Vocabulary/Ideas

Principal	Dividends	Federal tax
Interest	Risk v. reward	FICA tax
Consumer report	Return on investment	Stocks
Budget	Better Business Bureau	Bonds
IPO	Functions of a bank	FDIC
Dow-Jones Industrial Average (DJIA)	Functions of a credit union	Mutual funds
NASDAQ	State tax	Credit score
		NYSE

Grade: 11 th Economics Subject: Social Studies Unit: Personal Finance <i>Lens: Consumption</i>	
Enduring Understandings	Guiding Questions
Global Perspectives	
<p>1. Consumers must balance needs and wants with available resources.</p> <p>9-12.E.3.4.1 Examine and apply the elements of responsible personal fiscal management such as budgets, interest, investment, credit, and debt.</p> <p>9-12.E.3.4.2 Identify and evaluate sources and examples of consumers' responsibilities and rights.</p>	<p>a. How is a need different than a want?</p> <p>b. What is debt?</p> <p>c. Why would a consumer go into debt?</p>
Economics	
<p>2. Investors should always evaluate risk and reward before making decisions.</p> <p>9-12.E.3.4.1 Examine and apply the elements of responsible personal fiscal management such as budgets, interest, investment, credit, and debt.</p>	<p>a. What do people invest in?</p> <p>b. What is the relationship between risk and reward?</p> <p>c. Why do people choose the investments that they do?</p>
Government	
<p>3. The government tries to balance consumer responsibilities with business rights.</p> <p>9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, business and individuals.</p> <p>9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system.</p> <p>9-12.E.3.4.3 Discuss the impact of taxation as applied to personal finances.</p>	<p>a. What rights do consumers have?</p> <p>b. What can consumers do if they feel they have been cheated?</p> <p>c. How does the government protect consumers while not infringing on business?</p>

Grade: 12 th - Economics Subject: Social Studies Unit: Personal Finance Lens: <i>Consumption</i>			
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Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> 1. Budgets are tools to help consumers better manage their resources. 2. There are a variety of resources available to help consumers make educated choices (e.g. Consumer Reports, Better Business Bureau and the State Attorney General's office). 3. When investing, consumers need to compare the risk of the investment to the anticipated return. 4. The purpose of the stock market and the bond market and their influence on investment decisions. 5. Banks, credit unions and financial institutions offer a variety of services that benefit and assist consumers. 6. The role of the FDIC. 7. Rate of return explains what percentage of return you are getting on your investment. 8. The impact of taxation as applied to personal finances (e.g. federal, state, FICA). 9. Factors that impact personal credit. 		<p style="text-align: center;">Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p style="text-align: center;">Please see pages 20-22 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p>	

Critical Content/Concept Web

Unit Topic: Macroeconomics

Conceptual Lens: Common Good

Grade: 11th - Economics

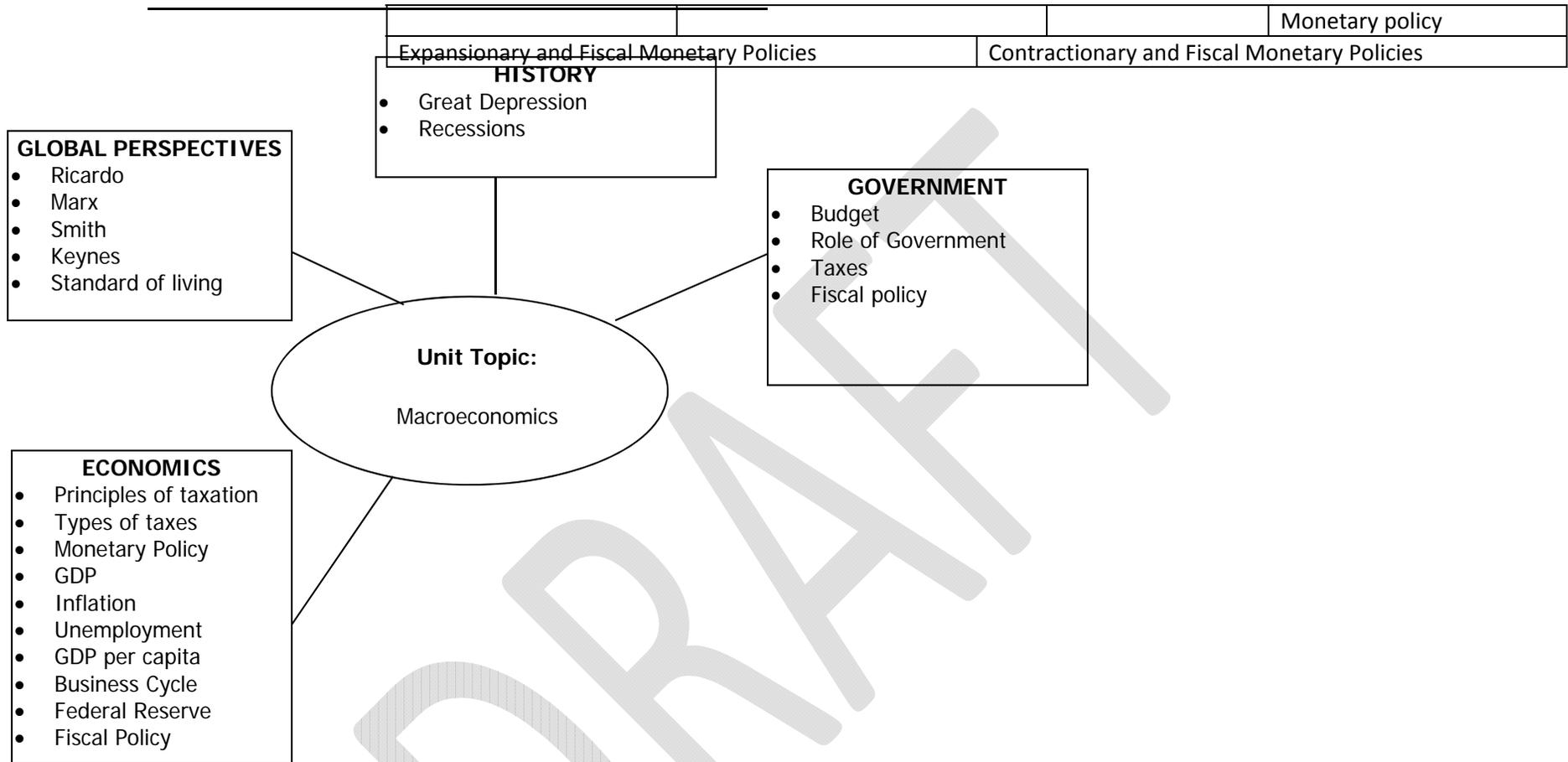
Unit Overview

This unit will explore the role banks play, how the Federal Reserve operates and how the government manages fiscal policy. Specific topics will include measurements of economic performance, taxation and the business cycle.

Weeks 4-6, 2nd Quarter

DRAFT

Vocabulary/Ideas			
GDP v. GNP	Discouraged workers	Inflation	Regressive tax
Frictional unemployment	Consumer Price Index (CPI)	Business cycle	Proportional tax
Seasonal unemployment	Cost of living	Consumer Report	Ability to Pay Principal
Structural unemployment	Purchasing power	Rate of return	Benefits Received Principal
Cyclically unemployment	Dealing with inflation	Budget deficit	Discount rate
Wages	GDP per capita (standard of living)	National debt	Reserve requirement
Unemployment	Federal reserve ratio	Income tax	Keynesian theory
Unemployment insurance	Open market operations	Progressive tax	Fiscal policy



Grade: 12 th - Economics Subject: Social Studies Unit: Macroeconomics <i>Lens: Common Good</i>	
Enduring Understandings	Guiding Questions
Global Perspectives	
<p>1. Societies want governments to improve the standard of living.</p> <p>9-12.E.3.1.1 Define scarcity and explain its implications in decision making.</p> <p>9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, business and individuals.</p>	<p>a. How is standard of living measured?</p> <p>b. How do governments affect people's standard of living?</p> <p>c. How should the government be involved in the economy?</p>
Economics	
<p>2. Many factors affect the economy.</p> <p>9-12.E.1.4.1 Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle.</p> <p>9-12.E.3.3.3 Identify the role of the financial markets and institutions.</p> <p>9-12.E.3.3.5 Explain the difference between monetary policy and fiscal policy.</p> <p>9-12.E.3.3.6 Analyze the various parts of the business cycle and its effect on the economy.</p>	<p>a. What factors affect the economy? (e.g. consumers, businesses, governments, foreign trade, etc.)</p> <p>b. How is economic progress measured? (e.g. unemployment, GDP, inflation, GDP per capita).</p> <p>c. What is monetary policy?</p> <p>d. What are the causes for inflation and unemployment?</p> <p>e. When should there be government intervention in the economy?</p>
Government	
<p>3. Governments regulate the economy to meet economic goals.</p> <p>9-12.E.3.3.5 Explain the difference between monetary policy and fiscal policy.</p>	<p>a. What is fiscal policy?</p> <p>b. How does fiscal policy differ from monetary policy?</p> <p>c. Where does the government spend its revenue?</p> <p>d. What are the different forms of taxation and their related issues?</p>

Grade: 12 th - Economics Subject: Social Studies Unit: Macroeconomics Lens: <i>Common Good</i>			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> 1. Influential economists throughout history (e.g. Smith, Marx, Keynes, etc.) 2. The components of GDP. 3. Gross Domestic Product (GDP), inflation, unemployment, GDP per capita are indicators of economic performance. 4. One of the federal government's roles in the economy is to manage growth while minimizing inflation and unemployment. 5. How inflation affects purchasing power. 6. The functions of money. 7. Monetary policy is the Federal Reserve System's (Central Bank's) way of managing the economy. 8. The policy tools of the Federal Reserve System. 9. Fiscal policy is Congress' and the President's way of setting economic priorities through expenditures and taxation. 10. There are three categories of taxes: progressive, proportional, and regressive. 11. Taxes are based on two principles: ability to pay and benefits-received. 12. Banks affect the money supply through their lending practices. 13. The primary sources of federal revenue and categories of expenditures. 14. Unemployment can be categorized as frictional, structural, seasonal, or cyclical. 15. Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle. 		<p style="text-align: center;">Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p style="text-align: center;">Please see pages 20-22 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p>	

Critical Content/Concept Web

Unit Planner

Unit Topic: Globalization

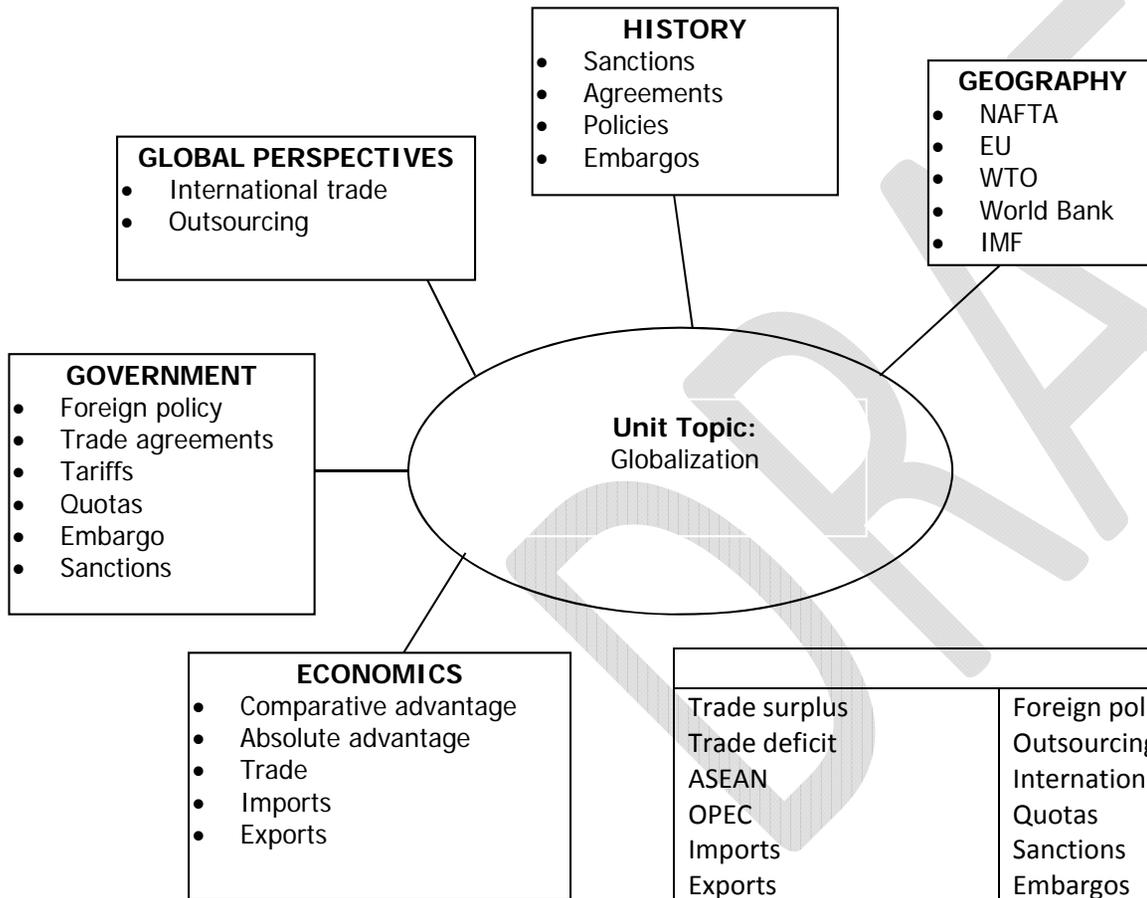
Conceptual Lens: Interdependence

Grade: 11th - Economics

Unit Overview

This unit will explore the international nature of our economy and why trading benefits societies and creates competition. Students will be introduced to international trade agreements and organizations along with the types of and reasons for trade barriers.

Weeks 7-9, 2nd Quarter



Vocabulary/Ideas			
Trade surplus	Foreign policy	Resources	World Bank
Trade deficit	Outsourcing	Education	IMF
ASEAN	International trade	Positive trade balance	Comparative advantage
OPEC	Quotas	Negative trade balance	Absolute advantage
Imports	Sanctions	NAFTA	Tariffs
Exports	Embargos	WTO	Subsidies
Exchange Rate	GDP	EU	

Grade: 12 th – Economics Subject: Social Studies Unit: Globalization <i>Lens: Interdependence</i>	
Enduring Understandings	Guiding Questions
Global Perspectives	
<p>1. Societies trade to improve economic performance.</p> <p>9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO.</p> <p>9-12.E.5.1.2 Analyze global economic interdependence and competition.</p> <p>9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally.</p>	<p>a. What is international trade?</p> <p>b. Why do nations trade?</p> <p>c. How does trade benefit people?</p> <p>d. Why do we have international trade organizations?</p>
Economics	
<p>2. International trade promotes competition and cooperation.</p> <p>9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally.</p>	<p>a. What are the differences between a trade deficit and a trade surplus?</p> <p>b. What are the effects of competition?</p> <p>c. What is a comparative advantage?</p> <p>d. What is an absolute advantage?</p>
Geography	
<p>3. Geography promotes regional exchange of goods and services.</p> <p>9-12.E.5.1.2 Analyze global economic interdependence and competition.</p> <p>9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally.</p>	<p>a. What is NAFTA and the EU?</p> <p>b. How does Europe and the rest of the world benefit from the EU?</p> <p>c. What are the following organizations: WTO, ASEAN, IMF, World Bank, OPEC?</p>

Grade: 12 th – Economics Subject: Social Studies Unit: Globalization <i>Lens: Interdependence</i>	
Enduring Understandings	Guiding Questions
Government	
<p>4. Governments use economics as a tool for diplomacy.</p> <p>9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally.</p> <p>9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition.</p>	<p>a. What are tariffs, quotas, sanctions, embargos and free trade agreements?</p> <p>b. What are the reasons for trade barriers?</p>
History	
<p>5. Economic policies are often based on historical relations.</p> <p>9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO.</p> <p>9-12.E.5.1.2 Analyze global economic interdependence and competition.</p> <p>9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally.</p>	<p>a. What is most favored nation status?</p> <p>b. Why do we use economic sanctions?</p> <p>c. What countries have been sanctioned by the U.S.?</p> <p>d. Why would the United States give trade advantages to some countries but not others?</p>

Grade: 12 th - Economics Subject: Social Studies Unit: Globalization Lens: <i>Interdependence</i>			
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Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> 1. A comparative advantage is when a country can produce something at a lower opportunity cost than another country. 2. An absolute advantage is when a country can produce more of a good or service than another country. 3. Governments use trade quotas, trade agreements (favored nation status) embargos/sanctions, and tariffs to influence other countries' economic and political decisions. 4. Trade quotas, embargoes and tariffs are forms of protectionism. 5. NAFTA and the EU influence trade for mutual benefit between countries. 6. What is meant by a trade balance 7. Exchange rates determine the value at which foreign currency can be traded. 8. The WTO, IMF and the World Bank are examples of international agencies that promote economic prosperity. 9. Factors that contribute to economic growth. 		<p style="text-align: center;">Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p style="text-align: center;">Please see pages 20-22 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p>	

Reading Standards for Literacy in History/Social Studies

June 2014

The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Informational Text

RH

Key Ideas and Details

- 11-12.RH.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.
- 11-12.RH.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.
- 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

- 11-12.RH.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).
- 11-12.RH.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.
- 11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- 11-12.RH.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.
- 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

- 11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies

The Writing standards specific to the content areas begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Writing

WHST

Text Types and Purposes

11-12.WHST.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

11-12.WHST.3 (See note below; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

- 11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- 11-12.WHST.7 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.WHST.8 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 specific 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.
- 11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.