

NATIONAL EDUCATIONAL STANDARDS FOR *ANONYMOUS*

ENGLISH LANGUAGE ARTS

National Council of Teachers of English and the International Reading Association
www.ncte.org/about/over/standards/110846.htm

Standard 4: Communication Skills
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Communication Strategies
Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 8: Developing Research Skills
Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 12: Applying Language Skills
Students use spoken, written, and visual language to accomplish their own

purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

HISTORY

The National Center for History in Schools
www.sscnet.ucla.edu/nchs/standards

Standards in Historical Thinking

Standard 2: Historical Comprehension

• **Standard 2F:** Appreciate historical perspectives--(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.

World History

Era 6: The Emergence of the First Global Age, 1450-1770

Standard 2: How European society

experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750

- **Standard 2A:** The student understands demographic, economic, and social trends in Europe.
- **Standard 2B:** The student understands the Renaissance, Reformation, and Catholic Reformation.

SOCIAL STUDIES

National Council for the Social Studies
www.socialstudies.org/standards/strands/
http://cnets.iste.org/currstands/cstands-ss_i.html

Standard V: Individuals, Groups, and Institutions—Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

- Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society

COMMON CORE STANDARDS FOR *ANONYMOUS*

KEY IDEAS AND DETAILS— LANGUAGE ARTS

RL.11-12.1. 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.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

KEY IDEAS AND DETAILS— SOCIAL STUDIES

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. 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.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.11-12.1. 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.

RH.11-12.2. 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.

RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.