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| **Carlisle Indian School Digital Resource Center: Teaching Resources (**[**www.carlisleindian.dickinson.edu**](http://www.carlisleindian.dickinson.edu)**)** **Standards these lesson plans meet** |
| **Common Core Standards****9th-**12 **Social Studies/History**

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|  | Social Studies |
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|  | CCSS.ELA-Literacy.RH.9-10 | STRAND |  |
|  |  | Reading Standards for Literacy in History/Social Studies |  |
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|  |  | CATEGORY |  |
|  |  | Key Ideas and Details |  |
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|  | CCSS.ELA-Literacy.RH.9-10 | STANDARD |  |
|  |  | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |  |
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|  | CCSS.ELA-Literacy.RH.9-10 | STANDARD |  |
|  |  | 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. |  |
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|  | CCSS.ELA-Literacy.RH.9-10 | STANDARD |  |
|  |  | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |  |
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|  |  | CATEGORY |  |
|  |  | Integration of Knowledge and Ideas |  |
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|  | CCSS.ELA-Literacy.RH.9-10 | STANDARD |  |
|  |  | Compare and contrast treatments of the same topic in several primary and secondary sources. |  |
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|  | CCSS.ELA-Literacy.WHST.9- | STRAND |  |
|  |  | Writing Standards for Literacy in History/Social Studies |  |
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|  |  | CATEGORY |  |
|  |  | Research to Build and Present Knowledge |  |
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|  | CCSS.ELA-Literacy.WHST.9- | STANDARD |  |
|  |  | 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. |  |
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|  | CCSS.ELA-Literacy.WHST.9- | STANDARD |  |
|  |  | 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. |  |
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|  | CCSS.ELA-Literacy.WHST.9- | STANDARD |  |
|  |  | Draw evidence from informational texts to support analysis, reflection, and research. |  |

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|  | Language Arts |
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|  | CCSS.ELA-Literacy.W.8 | STRAND |  |
|  |  | Writing Standards |  |
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|  |  | CATEGORY |  |
|  |  | Research to Build and Present Knowledge |  |
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|  | CCSS.ELA-Literacy.W.8.7 | STANDARD |  |
|  |  | 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. |  |
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|  | CCSS.ELA-Literacy.W.8.8 | STANDARD |  |
|  |  | 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. |  |
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|  |  | CATEGORY |  |
|  |  | Range of Writing |  |
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|  | CCSS.ELA-Literacy.W.8.10 | STANDARD |  |
|  |  | Write routinely over extended time frames (time for research, 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. |  |
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|  | CCSS.ELA-Literacy.SL.8 | STRAND |  |
|  |  | Speaking and Listening Standards |  |
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|  |  | CATEGORY |  |
|  |  | Comprehension and Collaboration |  |
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|  | CCSS.ELA-Literacy.SL.8.2 | STANDARD |  |
|  |  | 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 |  |

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6-**8th grade History/Social Studies**

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|  | Social Studies |
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|  | CCSS.ELA-Literacy.RH.6-8 | STRAND |  |
|  |  | Reading Standards for Literacy in History/Social Studies |  |
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|  |  | CATEGORY |  |
|  |  | Key Ideas and Details |  |
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|  | CCSS.ELA-Literacy.RH.6-8. | STANDARD |  |
|  |  | Cite specific textual evidence to support analysis of primary and secondary sources. |  |
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|  | CCSS.ELA-Literacy.RH.6-8. | STANDARD |  |
|  |  | 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. |  |
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|  | CCSS.ELA-Literacy.RH.6-8. | STANDARD |  |
|  |  | Identify key steps in a text's description of a process related to history/social studies  |  |
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|  |  | CATEGORY |  |
|  |  | Integration of Knowledge and Ideas |  |
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|  | CCSS.ELA-Literacy.RH.6-8. | STANDARD |  |
|  |  | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |  |
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|  | CCSS.ELA-Literacy.RH.6-8. | STANDARD |  |
|  |  | Analyze the relationship between a primary and secondary source on the same topic. |  |
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|  | CCSS.ELA-Literacy.WHST.6- | STRAND |  |
|  |  | Writing Standards for Literacy in History/Social Studies |  |
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|  |  | CATEGORY |  |
|  |  | Research to Build and Present Knowledge |  |
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|  | CCSS.ELA-Literacy.WHST.6- | STANDARD |  |
|  |  | 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. |  |
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|  | CCSS.ELA-Literacy.WHST.6- | STANDARD |  |
|  |  | 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. |  |
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|  | CCSS.ELA-Literacy.WHST.6- | STANDARD |  |
|  |  | Draw evidence from informational texts to support analysis reflection, and research. |  |

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 **National History and Social Studies Standards**

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| [**UCLA National Center for History in the Schools**](http://www.nchs.ucla.edu/history-standards/us-history-content-standards)National History Standards |  |

[**Era 4
Expansion and Reform (1801-1861)**](http://www.nchs.ucla.edu/history-standards/us-history-content-standards/united-states-era-4)[Standard 1](http://www.nchs.ucla.edu/history-standards/us-history-content-standards/united-states-era-4#section-1): United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans
Standard 1B: The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

[**Era 6
The Development of the Industrial United States (1870-1900)**](http://www.nchs.ucla.edu/history-standards/us-history-content-standards/united-states-era-6)

[Standard 4](http://www.nchs.ucla.edu/history-standards/us-history-content-standards/united-states-era-6#section-4): Federal Indian policy and United States foreign policy after the Civil War
Standard 4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

**Era 10
Contemporary United States (1968 to the present)**

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|  | **Standard 2D** The student understands contemporary American culture.**Standard 2E** The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good |

Thematic Strands from the [**National Council for the Social Studies'**](http://www.socialstudies.org/standards/teacherstandards)National Standards:

• Theme I: Culture
• Theme II: Time, Continuity, and Change
• Theme III: People, Places, and Environments
• Theme IV: Individual Development and Identity
• Theme V: Individuals, Groups, and Institutions
• Theme VI: Power, Authority, and Governance
• Theme X: Civic Ideals and Practices