

KEY IDEAS & DETAILS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.			
<p>Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.			
<p>Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.			
CRAFT & STRUCTURE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .			
<p>Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.			

College & Career Ready Standards	GRADES 11 & 12 Reading in SCIENCE: Content Map Quarter 1 2 3 4 Teacher: _____	Content <i>(Specific text, chapter, lesson, etc.)</i>		
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Standard 6: Assess how point of view or purpose shapes the content and style of a text.	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.			
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INTEGRATION OF KNOWLEDGE & IDEAS	Weeks 1-3	Weeks 4-6	Weeks 7-9
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Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.			
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Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.			
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Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.			
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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	Weeks 1-3	Weeks 4-6	Weeks 7-9
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Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.			
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KEY IDEAS & DETAILS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>			
<p>Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>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.</p>			
<p>Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>			
CRAFT & STRUCTURE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>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.</p>			
<p>Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>			

College & Career Ready Standards	GRADES 11 & 12 Reading in SOCIAL STUDIES: Content Map Quarter 1 2 3 4 Teacher: _____	Content (<i>Specific</i> text, chapter, lesson, etc.)		
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Standard 6: Assess how point of view or purpose shapes the content and style of a text.	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.			
INTEGRATION OF KNOWLEDGE & IDEAS		Weeks 1-3	Weeks 4-6	Weeks 7-9
Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.			
Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Assess the extent to which the reasoning and evidence in a text support the author's claims.			
Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare and contrast treatments of the same topic in several primary and secondary sources.			
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		Weeks 1-3	Weeks 4-6	Weeks 7-9
Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.			

TEXT TYPES AND PURPOSES		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	Write arguments focused on <i>discipline-specific content</i> .			
	Introduce precise, knowledgeable claim(s), establish significance of the claim(s), distinguish claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.			
	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates audience’s knowledge level, concerns, values, and possible biases.			
	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 counter claims.			
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	Provide a concluding statement or section that follows from and supports the argument presented.			
<p>Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	Write informative/explanatory texts , including the narration of historical events, scientific procedures/experiment, or technical procedures.			
	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.			
	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definition, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.			
	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.			
	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.			
	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
<p>Writing Standard 3: Write narratives to develop real/imagined experiences or events using effective technique/well-chosen details/well-structured event sequences.</p>	<p>Not applicable as a separate requirement. History/Social Studies: Incorporate narrative accounts into analyses of individuals or events of historical import. Science/Technical Subjects: Write precise enough descriptions of step-by-step procedures used in investigations/technical work that others can replicate them and (possibly) reach the same results.</p>			

PRODUCTION AND DISTRIBUTION OF WRITING		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 4: Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Writing Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.			
Writing Standard 6: Use technology, including Internet, to produce and publish writing and interact and collaborate with others.	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		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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 Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.			
Writing Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	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.			