Crosswalk of the Common Core Standards and the Standards for the 21st-Century Learner

Reading Standards in History   All

AASL Standards	Common Core Crosswalk
1. Inquire, think critically, and gain knowledge.	
1.1 Skills	
1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.	
1.1.2 Use prior and background knowledge as context for new learning.	
1.1.3 Develop and refine a range of questions to frame search for new understanding.	
1.1.4 Find, evaluate, and select appropriate sources to answer questions.	
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.	
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	CC6-8RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources. CC6-8RH/SS6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CC6-8RH/SS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC6-8RH/SS8 Distinguish among fact, opinion, and reasoned judgment in a text. CC6-8RH/SS9 Analyze the relationship between a primary and secondary source on the same topic.

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	CC9-10RH/SS6 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. CC9-10RH/SS7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. CC9-10RH/SS8 Assess the extent to which the reasoning and evidence in a text support the author's claims. CC9-10RH/SS9 Compare and contrast treatments of the same topic in several primary and secondary sources. CC11-12RH/SS6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CC11-12RH/SS7 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. CC11-12RH/SS8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.	
1.1.9 Collaborate with others to broaden and deepen understanding.	
1.2 Dispositions in Action	
1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.	
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.	
1.2.3 Demonstrate creativity by using multiple resources and formats.	CC6-8RH/SS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC9-10RH/SS7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

	CC11-12RH/SS7 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.
1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.	
1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.	
1.2.6 Display emotional resilience by persisting in information searching despite challenges.	
1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.	
1.3 Responsibilities	
1.3.1 Respect copyright/intellectual property rights of creators and producers.	
1.3.2 Seek divergent perspectives during information gathering and assessment.	
1.3.3 Follow ethical and legal guidelines in gathering and using information.	
1.3.4 Contribute to the exchange of ideas within the learning community.	
1.3.5 Use information technology responsibly.	
1.4 Self-Assessment Strategies	
1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.	
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.	

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1.4.3 Monitor gathered information and assess for gaps or weaknesses.	
1.4.4 Seek appropriate help when needed.	

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2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.	
2.1 Skills	
2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	CC6-8RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources. CC6-8RH/SS2 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. CC9-10RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC9-10RH/SS2 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.
2.1.2 Organize knowledge so that it is useful.	
2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.	CC6-8RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources. CC6-8RH/SS2 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. CC6-8RH/SS3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CC9-10RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC9-10RH/SS2 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. CC9-10RH/SS3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC11-12RH/SS1 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. CC11-12RH/SS2 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. CC11-12RH/SS3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
2.1.4 Use technology and other information tools to analyze and	

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organize information.	
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	
2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	CC6-8RH/SS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC9-10RH/SS7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. CC11-12RH/SS7 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.
2.2 Dispositions in Action	
2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.	
2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.	CC6-8RH/SS6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CC9-10RH/SS6 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. CC11-12RH/SS6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CC11-12RH/SS8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CC11-12RH/SS9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	CC11-12RH/SS6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CC11-12RH/SS8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
2.2.4 Demonstrate personal productivity by completing	

products to express learning.	
2.3 Responsibilities	
2.3.1 Connect understanding to the real world.	
2.3.2 Consider diverse and global perspectives in drawing conclusions.	CC11-12RH/SS9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
2.3.3 Use valid information and reasoned conclusions to make ethical decisions.	CC11-12RH/SS6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CC11-12RH/SS8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
2.4 Self- Assessment Strategies	
2.4.1 Determine how to act on information (accept, reject, modify).	CC9-10RH/SS8 Assess the extent to which the reasoning and evidence in a text support the author's claims. CC11-12RH/SS1 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. CC11-12RH/SS2 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. CC11-12RH/SS8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
2.4.2 Reflect on systematic process and assess for completeness of investigation.	
2.4.3 Recognize new knowledge and understanding.	
2.4.4 Develop directions for future investigations.	

3. Share knowledge and participate ethically and productively as members of our democratic society.	
3.1 Skills	
3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.	
3.1.2 Participate and collaborate as members of a social and intellectual network of learners.	
3.1.3 Use writing and speaking skills to communicate new understandings effectively.	
3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	CC6-8RH/SS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC9-10RH/SS7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. CC11-12RH/SS7 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.
3.1.5 Connect learning to community issues.	
3.1.6 Use information and technology ethically and responsibly.	
3.2 Dispositions in Action	
3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.	
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.	
3.2.3 Demonstrate teamwork by working productively with others.	
3.3 Responsibilities	
3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with	

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others, and participating as a member of the community.	
3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.	
3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.	
3.3.4 Create products that apply to authentic, real-world contexts.	
3.3.5 Contribute to the exchange of ideas within and beyond the learning community.	
3.3.6 Use information and knowledge in the service of democratic values.	
3.3.7 Respect the principles of intellectual freedom.	
3.4 Self-Assessment Strategies	
3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.	
3.4.2 Assess the quality and effectiveness of the learning product.	
3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.	

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4. Pursue personal and aesthetic growth.	
4.1 Skills	
4.1.1 Read, view, and listen for pleasure and personal growth.	
4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	CC6-8RH/SS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC6-8RH/SS5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CC9-10RH/SS4 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 studies. CC9-10RH/SS5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC11-12RH/SS4 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). CC11-12RH/SS5 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.
4.1.4 Seek information for personal learning in a variety of formats and genres.	
4.1.5 Connect ideas to own interests and previous knowledge and experience.	
4.1.6 Organize personal knowledge in a way that can be called upon easily.	
4.1.7 Use social networks and information tools to gather and share information.	
4.1.8 Use creative and artistic formats to express personal learning.	
4.2 Dispositions in Action	
4.2.1 Display curiosity by pursuing interests through	

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multiple resources.	
4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.	
4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.	
4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.	
4.3 Responsibilities	
4.3.1 Participate in the social exchange of ideas, both electronically and in person.	
4.3.2 Recognize that resources are created for a variety of purposes.	
4.3.3 Seek opportunities for pursuing personal and aesthetic growth.	
4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.	
4.4 Self-Assessment Strategies	
4.4.1 Identify own areas of interest.	
4.4.2 Recognize the limits of own personal knowledge.	
4.4.3 Recognize when, why, and how to focus efforts in personal learning.	

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4.4.4 Interpret new information based on cultural and social context.	CC11-12RH/SS9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.	
4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.	