

# AllSides Alignment with Common Core State Standards, and the new College, Career and Civics Framework

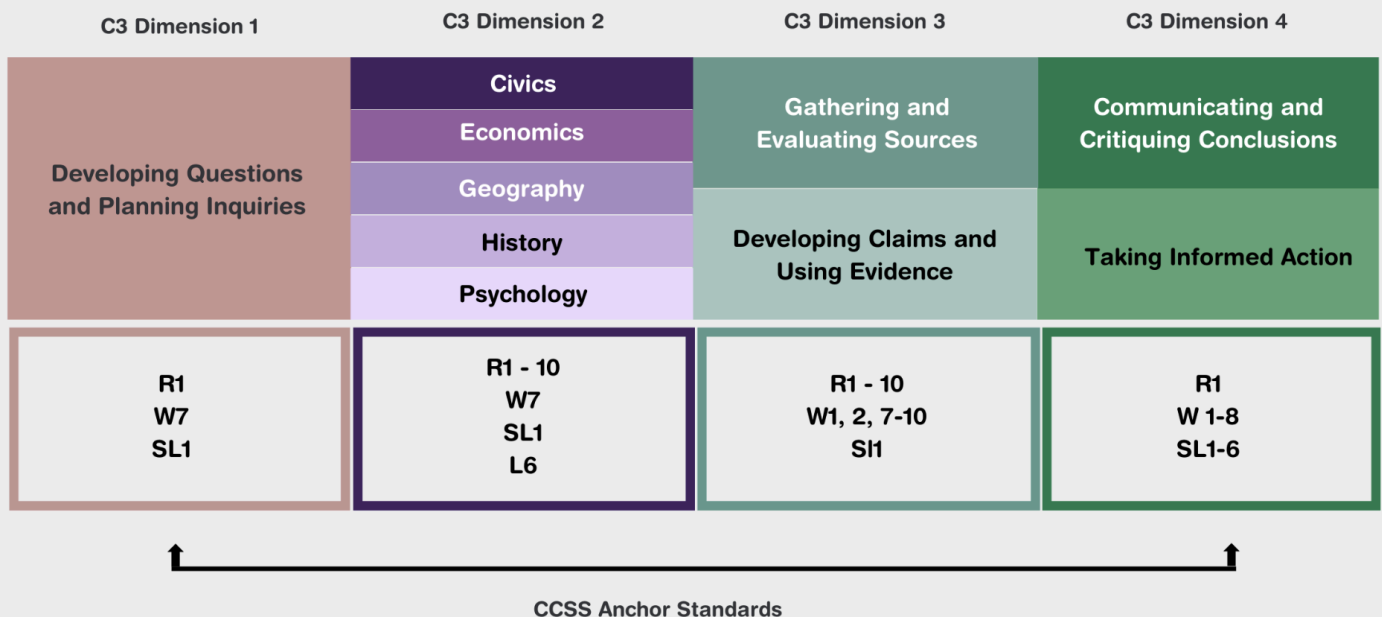
AllSides for Schools helps keep bias out of the classroom while exposing students to new ideas they may encounter in the real world.

We help teachers meet [Common Core State Standards](#) for English Language Arts and Literacy in History/Social Studies using the new [College, Career and Civics \(C3\) Framework](#). *“The College and Career Readiness [Anchor Standards](#) form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity.”*

With AllSides, your classroom will reach CCSS benchmarks.

- Critical Thinking
- Collaboration
- Research & Analysis
- Civics Participation
- Civil Conversation and Conflict Resolution

## COLLEGE, CAREER & CIVICS FRAMEWORK & COMMON CORE STATE STANDARDS



## AllSides for Schools supports the following College, Career, and Civic Life (C3) middle and high school standards.

### Dimension 2: Applying Disciplinary Concepts & Tools Anchor Standards: R1 - 10, W7, SL1, L6

#### Civics

| Grade | Standard       | Description  |
|-------|----------------|--|
| 6-8   | D2.Civ.10.6-8  | Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society           |
| 9-12  | D2.Civ.10.9-12 | Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. |

#### Psychology

| Grade | Standard      | Description   |
|-------|---------------|---|
| 9-12  | D2.Psy.2.9-12 | Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.                    |
| 9-12  | D2.Psy.7.9-12 | Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. |

### Evaluating Sources & Using Evidence Anchor Standards: R1 - 10, W1, 2, 7-10, SL1

| Grade | Standard   | Description  |
|-------|------------|--|
| 6-8   | D3.1.6-8.  | Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.                                    |
| 6-8   | D3.2.6-8   | Evaluate the credibility of a source by determining its relevance and intended use.  |
| 9-12  | D3.1.9-12  | Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. |
| 9-12  | D3.2.9-12  | Evaluate the credibility of a source by examining how experts value the source.  |
| 6-8   | D3.3.6-8   | Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.  |
| 6-8   | D3.4.6-8   | Develop claims and counterclaims while pointing out the strengths and limitations of both.   |
| 9-12  | D3.3.9-12. | Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.                                   |
| 9-12  | D3.4.9-12  | Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.                                   |

**Dimension 4: Communicating Conclusions & Taking Informed Action**  
**Anchor Standards: R1, W 1-8, SL1-6**

| Grade | Standard  | Description  |
|-------|-----------|--|
| 6-8   | D4.1.6-8  | Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.   |
| 6-8   | D4.2.6-8  | Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.  |
| 6-8   | D4.3.6-8  | Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).   |
| 9-12  | D4.1.9-12 | Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.   |
| 9-12  | D4.2.9-12 | Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).  |
| 9-12  | D4.3.9-12 | Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). |
| 6-8   | D4.4.6-8  | Critique arguments for credibility   |
| 6-8   | D4.5.6-8. | Critique the structure of explanations.  |
| 9-12  | D4.4.9-12 | Critique the use of claims and evidence in arguments for credibility.  |
| 9-12  | D4.5.9-12 | Critique the use of the reasoning, sequencing, and supporting details of explanations.   |

**AllSides for Schools supports the following Common Core middle and high school standards.**

**6th-8th Grade**

| Standard                   | Description   |
|----------------------------|---|
| CCSS.ELA-LITERACY.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources.  |
| CCSS.ELA-LITERACY.RH.6-8.2 | 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. |
| CCSS.ELA-LITERACY.RH.6-8.6 | 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).                  |
| CCSS.ELA-LITERACY.RH.6-8.8 | Distinguish among fact, opinion, and reasoned judgment in a text.   |

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| CCSS.ELA-LITERACY.RH.6-8.9      | Analyze the relationship between a primary and secondary source on the same topic.  |
| CCSS.ELA-LITERACY.WHST.6-8.1    | Write arguments focused on discipline-specific content.   |
| CCSS.ELA-LITERACY.WHST.6-8.1.A  | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.   |
| CCSS.ELA-LITERACY.WHST.6-8.1.B  | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  |
| CCSS.ELA-LITERACY.WHST.6-8.2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  |
| CCSS.ELA-LITERACY.WHST.6-8.5    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  |
| CCSS.ELA-LITERACY.WHST.6-8.6    | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.   |
| CCSS.ELA-LITERACY.WHST.6-8.8    | 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. |
| CCSS.ELA-LITERACY.WHST.6-8.9    | Draw evidence from informational texts to support analysis, reflection, and research.   |
| <b>9th-10th Grade</b>           |   |
| CCSS.ELA-LITERACY.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.  |
| CCSS.ELA-LITERACY.RH.9-10.6     | 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.  |
| CCSS.ELA-LITERACY.RH.9-10.9     | Compare and contrast treatments of the same topic in several primary and secondary sources.   |
| CCSS.ELA-LITERACY.RH.9-10.10    | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity, independently and proficiently.  |
| CCSS.ELA-LITERACY.WHST.9-10.1   | Write arguments focused on discipline-specific content.   |
| CCSS.ELA-LITERACY.WHST.9-10.1.A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.   |

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| CCSS.ELA-LITERACY.WHST.9-10.1.B | Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.  |
| CCSS.ELA-LITERACY.WHST.9-10.1.C | Use words, phrases, and clauses 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.  |
| CCSS.ELA-LITERACY.WHST.9-10.2.B | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| CCSS.ELA-LITERACY.WHST.9-10.6   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| CCSS.ELA-LITERACY.WHST.9-10.7   | 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.  |
| CCSS.ELA-LITERACY.WHST.9-10.8   | 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. |
| CCSS.ELA-LITERACY.WHST.9-10.9   | Draw evidence from informational texts to support analysis, reflection, and research.   |
| <b>11th-12th Grade</b>          |   |
| CCSS.ELA-LITERACY.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.   |
| CCSS.ELA-LITERACY.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.  |
| CCSS.ELA-LITERACY.RH.11-12.6    | Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.   |
| CCSS.ELA-LITERACY.RH.11-12.7    | 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.  |
| CCSS.ELA-LITERACY.RH.11-12.9    | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |

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| CCSS.ELA-LITERACY.WHST.11-12.1   | Write arguments focused on discipline-specific content.   |
| CCSS.ELA-LITERACY.WHST.11-12.1.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.  |
| CCSS.ELA-LITERACY.WHST.11-12.1.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.   |
| CCSS.ELA-LITERACY.WHST.11-12.1.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.   |
| CCSS.ELA-LITERACY.WHST.11-12.2.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.   |
| CCSS.ELA-LITERACY.WHST.11-12.2.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.  |
| CCSS.ELA-LITERACY.WHST.11-12.5   | 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.  |
| CCSS.ELA-LITERACY.WHST.11-12.6   | 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.  |
| CCSS.ELA-LITERACY.WHST.11-12.7   | 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.  |
| CCSS.ELA-LITERACY.WHST.11-12.8   | 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. |
| CCSS.ELA-LITERACY.WHST.11-12.9   | Draw evidence from informational texts to support analysis, reflection, and research.   |