



Standards for Secondary Curriculum

9-10th Grade English Language Arts Standards

Reading

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
Lesson 3 Activity 2; Lesson 5 Activity 1, 2, 3; Lesson 6 Activity 1
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
Lesson 6 Activity 1
- 2.3 Generate relevant questions about readings on issues that can be researched.
Lesson 3 Activity 2; Lesson 4 Activity 3
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
Lesson 4 Activity 3, 4; Lesson 5 Activity 1, 2, 3
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
Lesson 4 Activity 3, 4; Lesson 5 Activity 2
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).
Lesson 5 Activity 1, 2, 3
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
Lesson 1 Activity 3
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
Lesson 5 Activity 1, 2, 3

Writing

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
Lesson 4 Activity 3
- 1.4 Develop the main ideas within the body of composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
Lesson 4 Activity 3
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth filed studies, speeches, journals, technical documents).
Lesson 3 Activity 1; Lesson 4 Activity 3; Lesson 5 Activity 1, 2, 3



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9-10th Grade English Language Arts Standards**Writing**

- 2.1 Write biographical or autobiographical narratives or short stories.
Lesson 1 Activity 1, 2; Lesson 4 Activity 3
- 2.2 Write responses to literature.
Lesson 4 Activity 5; Lesson 5 Activity 4
- 2.3 Write expository compositions, including analytical essays and research reports.
Lesson 1 Activity 4; Lesson 2 Activity 4; Lesson 3 Activity 4; Lesson 4 Activity 2; Lesson 5 Activity 1, 2, 3; Lesson 6 Activity 1

Written and Oral English Language Conventions

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
Lesson 4 Activity 3
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
Lesson 4 Activity 3
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
Lesson 4 Activity 3

Listening and Speaking

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
Lesson 2 Activity 2; Lesson 3 Activity 2; Lesson 4 Activity 1; Lesson 5 Activity 1, 2, 3; Lesson 6 Activity 1
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.
Lesson 5 Activity 2
- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
Lesson 1 Activity 2; Lesson 2 Activity 1
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
Lesson 1 Activity 2; Lesson 2 Activity 1
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
Lesson 2 Activity 2
- 2.1 Deliver narrative presentations.
Lesson 1 Activity 2; Lesson 4 Activity 4
- 2.2 Deliver expository presentations.
Lesson 5 Activity 1, 2, 3
- 2.3 Apply appropriate interviewing techniques.
Lesson 6 Activity 1
- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).
Lesson 4 Activity 4



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11-12th Grade English Language Arts Standards

Reading

- 1.1 Trace the etymology of significant terms used in political science and history.
Lesson 6, Activity 1
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
Lesson 5 Activity 1, 2, 3
- 2.1 Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
Lesson 3 Activity 2; Lesson 5 Activity 2; Lesson 6, Activity 1
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
Lesson 3 Activity 2
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
Lesson 4 Activity 3
- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).
Lesson 4 Activity 3; Lesson 5 Activity 1, 2, 3; Lesson 6, Activity 1
- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
Lesson 1 Activity 3; Lesson 4 Activity 4
- 3.3 Analyze the ways in which irony, tone, mood, the author's style and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
Lesson 6 Activity 1
- 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)
Lesson 6 Activity 1

Writing

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
Lesson 4 Activity 5; Lesson 5 Activity 4
- 1.2 Use point of view, characterization, style, and related elements for specific rhetorical aesthetic purposes.
Lesson 5 Activity 2
- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews experiments, electronic sources).
Lesson 5 Activity 2
- 2.1 Write fictional, autobiographical, or biographical narratives.
Lesson 1 Activity 1; Lesson 4 Activity 3
- 2.2 Write responses to literature.
Lesson 3 Activity 1



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11-12th Grade English Language Arts Standards *(continued)*

- 2.3 Write reflective compositions.
Lesson 1 Activity 1, 2; Lesson 2 Activity 4; Lesson 3 Activity 1, 4; Lesson 6, Activity 1
- 2.4 Write historical investigation reports.
Lesson 4 Activity 2, 3; Lesson 5 Activity 1, 2, 3; Lesson 6, Activity 1

Listening and Speaking

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
Lesson 2 Activity 2
- 1.2 Analyze the impact of the media on the democratic process (e.g. exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
Lesson 2 Activity 1, 2; Lesson 3 Activity 2; Lesson 5 Activity 2
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
Lesson 2 Activity 1, 2; Lesson 4 Activity 1
- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force and aesthetic effect.
Lesson 4 Activity 4
- 2.2 Deliver oral reports on historical investigations.
Lesson 4 Activity 1, 3, 4; Lesson 5 Activity 2
- 2.3 Deliver oral responses to literature.
Lesson 6 Activity 1

11th Grade History-Social Science Standards

- 11.7.1 Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
Lesson 3 Activity 2
- 11.7.3 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (442nd Regimental Combat Team).
Lesson 3 Activity 2; Lesson 4 Activity 1, 2, 3, 4; Lesson 5 Activity 2
- 11.7.5 Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
Lesson 1 Activity 1,2,3,4; Lesson 2 Activity 3, 4; Lesson 3 Activity 1, 2, 3, 4; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1



Standards for Secondary Curriculum

11th Grade History-Social Science Standards

- 11.7.6 Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
Lesson 2 Activity 2
- 11.8.1 Trace the growth of service sector, white collar, and professional sector jobs in business and government.
Lesson 2 Activity 2
- 11.8.7 Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
Lesson 2 Activity 1
- 11.10.1 Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
Lesson 6 Activity 1

Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
Lesson 1 Activity 1, 2, 3, 4; Lesson 2 Activity 2, 3, 4; Lesson 3 Activity 1, 2, 3, 4; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1
- Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
Lesson 1 Activity 2, 3, 4; Lesson 2 Activity 1, 4; Lesson 3 Activity 2, 4; Lesson 4 Activity 3, 4, 5; Lesson 5 Activity 4, 5; Lesson 6 Activity 1
- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
Lesson 4 Activity 3, 4
- Students relate current events to the physical and human characteristics of places and regions.
Lesson 1 Activity 1, 2

Historical Research, Evidence and Point of View

- Students distinguish valid arguments from fallacious arguments in historical interpretations.
Lesson 1 Activity 3, 4; Lesson 2 Activity 2; Lesson 3 Activity 2; Lesson 4 Activity 5; Lesson 5 Activity 1, 2, 3, 4
- Students identify bias and prejudice in historical interpretations.
Lesson 1 Activity 2, 3, 4; Lesson 2 Activity 2; Lesson 3 Activity 2, 3; Lesson 4 Activity 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4
- Students evaluate major debates among historians concerning alternative interpretations of the past, including and analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
Lesson 1 Activity 2; Lesson 2 Activity 4; Lesson 3 Activity 1, 4; Lesson 4 Activity 3, 4; Lesson 6 Activity 1



Standards for Secondary Curriculum

(continued)

4. Students construct and test hypotheses; collect, evaluate and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.
Lesson 6 Activity 1

Grades 9-12 Historical and Social Sciences Analysis Skills

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
Lesson 1 Activity 2, 3, 4; Lesson 2 Activity 1, 2, 3; Lesson 3 Activity 1, 2, 3; Lesson 4 Activity 1, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4; Lesson 6 Activity 1
2. Students recognize the complexity of historical causes and effects, including the limitations on determining the cause and effect.
Lesson 1 Activity 1, 2, 3, 4; Lesson 2 Activity 4; Lesson 3 Activity 2, 3, 4; Lesson 4 Activity 2, 5; Lesson 5 Activity 2, 4
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
Lesson 1 Activity 1, 2, 4; Lesson 2 Activity 2; Lesson 3 Activity 1; Lesson 4 Activity 1, 2, 3, 4, 5; Lesson 5 Activity 1, 2, 3, 4
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
Lesson 1 Activity 1, 4; Lesson 2 Activity 3, 4; Lesson 3 Activity 1, 4; Lesson 4 Activity 1, 2, 5; Lesson 5 Activity 2, 4, Lesson 6 Activity 1
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues. *Lesson 2 Activity 2,3*

Grades 9-12 Visual and Performing Arts Standards

Theatre and Visual Arts

- 2.0 **Creative Expression**
- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process. *Lesson 1 Activity 2*
- 2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution. *Lesson 1 Activity 2*
- 3.0 **Historical and Cultural Context**
- 3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors. *Lesson 2 Activity 3*
- 3.2 Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun*, *Antigone*, and the *Mahabarata*. *Lesson 2 Activity 3*
- 3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods. *Lesson 2 Activity 3*
- 3.4 Discuss the purposes of art in selected contemporary cultures. *Lesson 2 Activity 3*