



STANDARDS ALIGNMENT

UNIT 3: Nazi Germany

College and Career Readiness Anchor Standards for Reading	LESSON			
	1	2	3	4
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.	✓	✓	✓	
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	✓	✓	✓	
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.	✓	✓	✓	✓
6. Assess how point of view or purpose shapes the content and style of a text.			✓	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	✓	✓	✓	✓
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.	✓	✓	✓	
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.			✓	
10. Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	

College and Career Readiness Anchor Standards for Writing	LESSON			
	1	2	3	4
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	✓	✓		✓
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓	✓		✓
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		✓		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓		✓	✓



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College and Career Readiness Anchor Standards for Speaking and Listening	LESSON			
	1	2	3	4
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience		✓	✓	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓

College and Career Readiness Anchor Standards for Language	LESSON			
	1	2	3	4
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	✓	✓	✓	✓
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓



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	LESSON			
	1	2	3	4
1. CULTURE: Social studies programs should include experiences that provide for the study of culture and cultural diversity.	✓	✓	✓	✓
2. TIME, CONTINUITY, AND CHANGE: Social studies programs should include experiences that provide for the study of the past and its legacy.	✓	✓	✓	✓
3. PEOPLE, PLACES, AND ENVIRONMENTS: Social studies programs should include experiences that provide for the study of people, places, and environments.	✓	✓	✓	✓
4. INDIVIDUAL DEVELOPMENT AND IDENTITY: Social studies programs should include experiences that provide for the study of individual development and identity.	✓	✓	✓	✓
5. INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.	✓	✓	✓	✓
6. POWER, AUTHORITY, AND GOVERNANCE: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.	✓	✓	✓	✓
10. CIVIC IDEALS AND PRACTICES: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	✓	✓	✓	✓



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Guideline A: Recognize the ways in which individuals and groups are different from each other, and value the inherent dignity of all people		✓	✓	✓
Guideline B: Demonstrate awareness of one’s own values and perspectives and how they influence individual attitudes and behavior	✓	✓		✓
Guideline C: Take the perspectives of and empathize with diverse people and their experiences	✓	✓	✓	✓
Guideline D: Engage respectfully and thoughtfully with diverse ideas, histories, and people from different cultures and backgrounds	✓	✓	✓	✓
Guideline E: Show respect for others by listening openly, communicating civilly, and collaborating constructively	✓	✓	✓	✓
Guideline F: Identify the harmful impact of stereotypes, prejudice, and discrimination on individuals and groups		✓	✓	✓
Guideline G: Recognize one’s own responsibility to interrupt the cycle of bias, prejudice and injustice	✓		✓	✓

¹ National Governors Association Center for Best Practices and Council of Chief State School Officers (2010). Common Core State Standards for English Language Arts & Literacy.

² National Council for the Social Studies (2010). National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment. Silver Spring, Maryland: NCSS.