



STANDARDS ALIGNMENT UNIT 6: LIBERATION

| College and Career Readiness Anchor Standards for Reading | LESSON | | |
|--|--------|---|---|
| | 1 | 2 | 3 |
| 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. | | ✓ | |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. | ✓ | ✓ | ✓ |

| College and Career Readiness Anchor Standards for Writing | LESSON | | |
|---|--------|---|---|
| | 1 | 2 | 3 |
| 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. | ✓ | ✓ | ✓ |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | ✓ | ✓ | ✓ |
| 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 |
| 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. | ✓ | ✓ | ✓ |
| 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | ✓ | ✓ | |

| College and Career Readiness Anchor Standards for Language | LESSON | | |
|--|--------|---|---|
| | 1 | 2 | 3 |
| 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. | ✓ | ✓ | ✓ |



STANDARDS ALIGNMENT UNIT 6: LIBERATION

| | LESSON | | |
|---|--------|---|---|
| | 1 | 2 | 3 |
| 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. | ✓ | ✓ | ✓ |



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| | LESSON | | |
|--|--------|---|---|
| | 1 | 2 | 3 |
| Guideline A: Recognize the ways in which individuals and groups are different from each other, and value the inherent dignity of all people | ✓ | ✓ | ✓ |
| 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 | ✓ | ✓ | ✓ |

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.