



STANDARDS ALIGNMENT UNIT 12:  
TEACHING ABOUT GENOCIDE

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.	✓	✓	✓	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	✓	✓		
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.	✓	✓	✓	
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	✓			
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.		✓	✓	



## STANDARDS ALIGNMENT UNIT 12: TEACHING ABOUT GENOCIDE

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.	✓		✓	
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.	✓	✓	✓	✓

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.	✓	✓	✓	✓
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	✓			
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	✓			
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				✓

College and Career Readiness Anchor Standards for Language	LESSON			
	1	2	3	4
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	✓	✓	✓	✓
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓		✓	



## STANDARDS ALIGNMENT UNIT 12: TEACHING ABOUT GENOCIDE

	LESSON			
	1	2	3	4
1. <b>CULTURE:</b> Social studies programs should include experiences that provide for the study of culture and cultural diversity.	✓	✓		✓
2. <b>TIME, CONTINUITY, AND CHANGE:</b> Social studies programs should include experiences that provide for the study of the past and its legacy.	✓	✓	✓	✓
3. <b>PEOPLE, PLACES, AND ENVIRONMENTS:</b> Social studies programs should include experiences that provide for the study of people, places, and environments.	✓	✓	✓	✓
4. <b>INDIVIDUAL DEVELOPMENT AND IDENTITY:</b> Social studies programs should include experiences that provide for the study of individual development and identity.		✓		
5. <b>INDIVIDUALS, GROUPS, AND INSTITUTIONS:</b> Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.	✓	✓	✓	✓
6. <b>POWER, AUTHORITY, AND GOVERNANCE:</b> 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.	✓		✓	✓
9. <b>GLOBAL CONNECTIONS:</b> Social studies programs should include experiences that provide for the study of global connections and interdependence.	✓			✓
10. <b>CIVIC IDEALS AND PRACTICES:</b> Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	✓			✓



## STANDARDS ALIGNMENT UNIT 12: TEACHING ABOUT GENOCIDE

	LESSON			
	1	2	3	4
<b>Guideline A:</b> Recognize the ways in which individuals and groups are different from each other, and value the inherent dignity of all people	✓	✓		✓
<b>Guideline B:</b> Demonstrate awareness of one’s own values and perspectives and how they influence individual attitudes and behavior		✓		✓
<b>Guideline C:</b> Take the perspectives of and empathize with diverse people and their experiences		✓	✓	✓
<b>Guideline D:</b> Engage respectfully and thoughtfully with diverse ideas, histories, and people from different cultures and backgrounds	✓	✓		
<b>Guideline E:</b> Show respect for others by listening openly, communicating civilly, and collaborating constructively	✓	✓	✓	✓
<b>Guideline F:</b> Identify the harmful impact of stereotypes, prejudice, and discrimination on individuals and groups	✓	✓	✓	
<b>Guideline G:</b> Recognize one’s own responsibility to interrupt the cycle of bias, prejudice and injustice		✓	✓	✓

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

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