

**FOUNDATIONS OF RESISTANCE**  
**A Curriculum to Counter Antisemitism for Grades 6-12**

**California Common Core State Standards**

Updated 6/5/24

**Lesson 1: Choosing Leadership (Grades 10-12)**

**Lesson 2: Knowing Antisemitism (Grades 9-12)**

**Lesson 3: Understanding the Partisans (Grades 6-12)**

**Lesson 4: Building Resistance (Grades 10-12)**

**LESSON 1: CHOOSING LEADERSHIP (FOR GRADES 10-12)**

**English Language Arts Grade 10**

**RI: Reading Standards for Informational Text**

RI 10.3 (Key Ideas and Details) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI 10.7 (Integration of Knowledge and Ideas) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**W: Writing Standards**

W 10.1 (Text Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 10.2 (Text Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 10.6 (Production and Distribution of Writing) 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.

W 10.7 (Research to Build and Present Knowledge) 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.

W 10.9 (Research to Build Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **SL: Speaking and Listening Standards**

SL 10.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 10.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

### **L: Language Standards**

L 10.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 10.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 10.3 (Knowledge of Language) 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.

## **English Language Arts Grades 11 and 12**

### **RI: Reading Standards for Informational Text**

RI 11-12.3 (Key Ideas and Details) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI 11-12.7 (Integration of Knowledge and Ideas) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **W: Writing Standards**

W 11-12.1 (Text Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 11-12.2. (Text Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 11-12.6 (Production and Distribution of Writing) 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.

W 11-12.7 (Research to Build and Present Knowledge) 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.

### **SL: Speaking and Listening Standards**

SL 11-12.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 11-12.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SL 11-12.6 (Presentation of Knowledge and Ideas) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **L: Language Standards**

L 11-12.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 11-12.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Literacy in History/Social Studies Grade 10**

#### **RH: Reading Standards for Literacy in History/Social Studies**

RH 10.3 (Key Ideas and Details) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH 10.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 10.6 (Production and Distribution of Writing) 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.

WHST 10.7 (Research to Build and Present Knowledge) 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.

WHST 10.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

### **Literacy in History/Social Studies Grades 11 and 12**

## **RH: Reading Standards for Literacy in History/Social Studies**

RH 11-12.7 (Integration of Knowledge and Ideas) 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.

RH 11-12.9 (Integration of Knowledge and Ideas) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 11-12.6 (Production and Distribution of Writing) 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.

WHST 11-12.7 (Research to Build and Present Knowledge) 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.

WHST 11-12.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

## **LESSON 2: KNOWING ANTISEMITISM (FOR GRADES 9-12)**

### **English Language Arts Grade 9**

#### **RI: Reading Standards for Informational Text**

RI 9.4 (Key Ideas and Details) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI 9.6 (Craft and Structure) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 9.7 (Integration of Knowledge and Ideas) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## **W: Writing Standards**

W 9.1 (Text Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 9.2 (Text Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 9.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 9.6 (Production and Distribution of Writing) 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.

W 9.7 (Research to Build and Present Knowledge) 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.

W 9.8 (Integration of Knowledge and Ideas) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W 9.9 (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Speaking and Listening Standards**

SL 9.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 9.2 (Comprehension and Collaboration) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and

accuracy of each source.

SL 9.3 (Comprehension and Collaboration) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL 9.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

### **L: Language Standards**

L 9.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 9.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 9.3 (Knowledge of Language) 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.

### **Literacy in History/Social Studies Grade 9**

#### **RH: Reading Standards**

RH 9.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH 9.8 (Integration of Knowledge and Ideas) Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH 9.9 (Integration of Knowledge and Ideas) Compare and contrast treatments of the same topic in several primary and secondary sources.

#### **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 9.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 9.6 (Production and Distribution of Writing) 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.

WHST 9.7 (Research to Build and Present Knowledge) 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.

WHST 9.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

## **English Language Arts Grade 10**

### **RI: Reading Standards for Informational Text**

RI 10.6 (Craft and Structure) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 10.7 (Integration of Knowledge and Ideas) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI 10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### **W: Writing Standards**

W 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 10.6 (Production and Distribution of Writing) 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.



W 10.7 (Research to Build and Present Knowledge) 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.

W 10.9 (Research to Build Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **SL: Speaking and Listening Standards**

SL 10.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 10.2 (Comprehension and Collaboration) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL 10.3 (Comprehension and Collaboration) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL 10.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

SL 10.5 (Presentation of Knowledge and Ideas) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **L: Language Standards**

L 10.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 10.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 10.3 (Knowledge of Language) 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.

## **English Language Arts Grades 11 and 12**

### **RI: Reading Standards for Informational Text**

RI 11-12.7 (Integration of Knowledge and Ideas) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **W: Writing Standards**

W 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 11-12.6 (Production and Distribution of Writing) 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.

W 11-12.7 (Research to Build and Present Knowledge) 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.

W 11-12.8 (Research to Build and Present Knowledge) 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 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 including footnotes and endnotes.

### **SL: Speaking and Listening Standards**

SL 11-12.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL 11-12.2 (Comprehension and Collaboration) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make

informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL 11-12.3 (Comprehension and Collaboration) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL 11-12.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SL 11-12.6 (Presentation of Knowledge and Ideas) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **L: Language Standards**

L 11-12.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 11-12.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 11-12.3 (Knowledge of Language) 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.

L 11-12.6 (Vocabulary Acquisition and Use) Acquire and use accurately 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.

## **Literacy in History/Social Studies Grade 10**

### **RH: Reading Standards for Literacy in History/Social Studies**

RH 10.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH 10.6 (Craft and Structure) 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.

RH 10.8 (Integration of Knowledge and Ideas) Assess the extent to which the reasoning and evidence in a text support the author's claims.

### **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 10.1 (Text Types and Purposes) Write arguments focused on discipline-specific content.

WHST 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 10.6 (Production and Distribution of Writing) 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.

WHST 10.7 (Research to Build and Present Knowledge) 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.

WHST 10.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

### **Literacy in History/Social Studies Grades 11 and 12**

#### **RH: Reading Standards for Literacy in History/Social Studies**

RH 11-12.6 (Craft and Structure) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH 11-12.7 (Integration of Knowledge and Ideas) 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.

RH 11-12.9 (Integration of Knowledge and Ideas) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 11-12.1 Write arguments focused on discipline-specific content.

WHST 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 11-12.6 (Production and Distribution of Writing) 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.

WHST 11-12.7 (Research to Build and Present Knowledge) 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.

WHST 11-12.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

### **LESSON 3: UNDERSTANDING THE PARTISANS (FOR GRADES 6-12)**

#### **English Language Arts Grade 6**

##### **RI: Reading Standards for Informational Text**

RI 6.1 (Key Ideas and Details) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2 (Key Ideas and Details) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI 6.3 (Key Ideas and Details) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI 6.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI 6.7 (Integration of Knowledge and Ideas) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

## **W: Writing Standards**

W 6.1 (Text Types and Purposes) Write arguments to support claims with clear reasons and relevant evidence.

W 6.2 (Text Types and Purposes) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 6.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 6.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W 6.7 (Research to Build and Present Knowledge) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W 6.9 (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SL: Speaking and Listening Standards**

SL 6.1 (Comprehension and Collaboration) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 6.2 (Comprehension and Collaboration) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL 6.4 (Presentation of Knowledge and Ideas) Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

## **L: Language Standards**

L 6.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 6.3 (Knowledge of Language) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 6.6 (Vocabulary Acquisition and Use) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **English Language Arts Grade 7**

### **RI: Reading Standards for Informational Text**

RI 7.3 (Key Ideas and Details) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI 7.7 (Integration of Knowledge and Ideas) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

### **W: Writing Standards**

W 7.1 (Text Types and Purposes) Write arguments to support claims with clear reasons and relevant evidence.

W 7.2 (Text Types and Purposes) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 7.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

W 7.7 (Research to Build and Present Knowledge) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W 7.9 (Research to Build Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **SL: Speaking and Listening Standards**

SL 7.1 (Comprehension and Collaboration) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 7.2 (Comprehension and Collaboration) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL 7.4 (Presentation of Knowledge and Ideas) Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

### **L: Language Standards**

L 7.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 7.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 7.3 (Knowledge of Language) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **English Language Arts Grade 8**

### **RI: Reading Standards for Informational Text**

RI 8.3 (Key Ideas and Details) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### **W: Writing Standards**



W 8.1 (Text Types and Purposes) Write arguments to support claims with clear reasons and relevant evidence.

W 8.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 8.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W 8.7 (Research to Build and Present Knowledge) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W 8.9 (Research to Build Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **SL: Speaking and Listening Standards**

SL 8.1 (Comprehension and Collaboration) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 8.4 (Presentation of Knowledge and Ideas) Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### **L: Language Standards**

L 8.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 8.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 8.3 (Knowledge of Language) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **English Language Arts Grade 9**

## **RI: Reading Standards for Informational Text**

RI 9.7 (Integration of Knowledge and Ideas) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## **W: Writing Standards**

W 9.1 (Text Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 9.2 (Text Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 9.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 9.6 (Production and Distribution of Writing) 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.

W 9.7 (Research to Build and Present Knowledge) 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.

W 9.9 (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SL: Speaking and Listening Standards**

SL 9.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL 9.4 (Comprehension and Collaboration) Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative,

informative, response to literature presentations), audience, and task.

### **L: Language Standards**

L 9.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 9.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 9.3 (Knowledge of Language) 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.

### **Literacy in History/Social Studies Grade 7 and 8**

#### **RH: Reading Standards**

RH 7-8.1 (Key Ideas and Details) Cite specific textual evidence to support analysis of primary and secondary sources.

RH 6-8.3 (Key Ideas and Details) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH 6-8.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH 6-8.7 (Integration of Knowledge and Ideas) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 6-8.6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST 6-8.7 (Research to Build and Present Knowledge) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST 6-8.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

## **Literacy in History/Social Studies Grade 9**

### **RH: Reading Standards**

RH 9.3 (Key Ideas and Details) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH 9.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

### **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 9.6 (Production and Distribution of Writing) 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.

WHST 9.7 (Research to Build and Present Knowledge) 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.

WHST 9.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

## **English Language Arts Grade 10**

### **RI: Reading Standards for Informational Text**

RI 10.3 (Key Ideas and Details) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI 10.7 (Integration of Knowledge and Ideas) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

### **W: Writing Standards**

W 10.1 (Text Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 10.2 (Text Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 10.6 (Production and Distribution of Writing) 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.

W 10.7 (Research to Build and Present Knowledge) 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.

W 10.9 (Research to Build Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **SL: Speaking and Listening Standards**

SL 10.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 10.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

### **L: Language Standards**

L 10.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 10.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 10.3 (Knowledge of Language) 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.

## **English Language Arts Grades 11 and 12**

### **RI: Reading Standards for Informational Text**

RI 11-12.3 (Key Ideas and Details) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI 11-12.7 (Integration of Knowledge and Ideas) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **W: Writing Standards**

W 11-12.1 (Text Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 11-12.2. (Text Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 11-12.6 (Production and Distribution of Writing) 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.

W 11-12.7 (Research to Build and Present Knowledge) 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.

### **SL: Speaking and Listening Standards**

SL 11-12.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 11-12.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SL 11-12.6 (Presentation of Knowledge and Ideas) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **L: Language Standards**

L 11-12.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 11-12.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Literacy in History/Social Studies Grade 10**

#### **RH: Reading Standards for Literacy in History/Social Studies**

RH 10.3 (Key Ideas and Details) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH 10.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 10.6 (Production and Distribution of Writing) 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.

WHST 10.7 (Research to Build and Present Knowledge) 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.

WHST 10.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

## **Literacy in History/Social Studies Grades 11 and 12**

### **RH: Reading Standards for Literacy in History/Social Studies**

RH 11-12.7 (Integration of Knowledge and Ideas) 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.

RH 11-12.9 (Integration of Knowledge and Ideas) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 11-12.6 (Production and Distribution of Writing) 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.

WHST 11-12.7 (Research to Build and Present Knowledge) 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.

WHST 11-12.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.



## **LESSON 4 - BUILDING RESISTANCE (FOR GRADES 10-12)**

### **English Language Arts Grade 10**

#### **RI: Reading Standards for Informational Text**

RI 10.6 (Craft and Structure) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 10.7 (Integration of Knowledge and Ideas) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI 10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### **W: Writing Standards**

W 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 10.6 (Production and Distribution of Writing) 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.

W 10.7 (Research to Build and Present Knowledge) 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.

W 10.9 (Research to Build Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **SL: Speaking and Listening Standards**

SL 10.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL 10.2 (Comprehension and Collaboration) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL 10.3 (Comprehension and Collaboration) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL 10.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

SL 10.5 (Presentation of Knowledge and Ideas) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **L: Language Standards**

L 10.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 10.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 10.3 (Knowledge of Language) 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.

### **English Language Arts Grades 11 and 12**

#### **RI: Reading Standards for Informational Text**

RI 11-12.7 (Integration of Knowledge and Ideas) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### **W: Writing Standards**

W 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 11-12.6 (Production and Distribution of Writing) 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.

W 11-12.7 (Research to Build and Present Knowledge) 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.

W 11-12.8 (Research to Build and Present Knowledge) 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 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 including footnotes and endnotes.

### **SL: Speaking and Listening Standards**

SL 11-12.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL 11-12.2 (Comprehension and Collaboration) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL 11-12.3 (Comprehension and Collaboration) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL 11-12.4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SL 11-12.6 (Presentation of Knowledge and Ideas) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **L: Language Standards**

L 11-12.1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 11-12.2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 11-12.3 (Knowledge of Language) 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.

L 11-12.6 (Vocabulary Acquisition and Use) Acquire and use accurately 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.

### **Literacy in History/Social Studies Grade 10**

#### **RH: Reading Standards for Literacy in History/Social Studies**

RH 10.4 (Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH 10.6 (Craft and Structure) 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.

RH 10.8 (Integration of Knowledge and Ideas) Assess the extent to which the reasoning and evidence in a text support the author's claims.

#### **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 10.1 (Text Types and Purposes) Write arguments focused on discipline-specific content.

WHST 10.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 10.6 (Production and Distribution of Writing) 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.

WHST 10.7 (Research to Build and Present Knowledge) 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.

WHST 10.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.

## **Literacy in History/Social Studies Grades 11 and 12**

### **RH: Reading Standards for Literacy in History/Social Studies**

RH 11-12.6 (Craft and Structure) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH 11-12.7 (Integration of Knowledge and Ideas) 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.

RH 11-12.9 (Integration of Knowledge and Ideas) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **WHST: Writing Standards for Literacy in History/Social Studies**

WHST 11-12.1 Write arguments focused on discipline-specific content.

WHST 11-12.4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 11-12.6 (Production and Distribution of Writing) 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.

WHST 11-12.7 (Research to Build and Present Knowledge) 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.

WHST 11-12.9 (Research to Build and Present Knowledge) Draw evidence from informational texts to support analysis, reflection, and research.