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## 2D Art – Michigan Merit Curriculum – Visual Arts

| Perform  | Create   | Analyze   | Analyze in Context  | Analyze and Make Connections   |
|--|--|---|---|--|
| <p><b>ART.VA.I.HS.2</b><br/>Intentionally use art materials and tools when applying techniques and skills to communicate ideas.</p>        | <p><b>ART.VA.II.HS.1</b><br/>Identify, define problems, and reflect upon possible visual solutions.</p>                                | <p><b>ART.VA.III.HS.1</b><br/>Analyze and describe the formal characteristics of a work of art or design.</p> | <p><b>ART.VA.IV.HS.1</b> Observe and describe artwork with respect to history and culture.</p>              | <p><b>ART.VA.V.HS.5</b><br/>Recognize the role of art across the academic curriculum.</p>  |
| <p><b>ART.VA.I.HS.3</b><br/>Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.</p> | <p><b>ART.VA.II.HS.2</b><br/>Create artwork using materials and techniques with skill so that personal intentions are carried out.</p> | <p><b>ART.VA.III.HS.2</b> Describe how organizational principles are used to elicit emotional responses.</p>  | <p><b>ART.VA.IV.HS.3</b><br/>Analyze the correlation between art, history, and culture throughout time.</p> | <p><b>ART.VA.V.HS.6</b><br/>Understand artistic knowledge as an important tool for successful living in the 21<sup>st</sup> century.</p> |
| <p><b>ART.VA.I.HS.4</b><br/>Exhibit, present, and publish quality works of art.</p>  | <p><b>ART.VA.II.HS.3</b><br/>Apply organizational principles and methods to create innovative works of art and design products.</p>    | <p><b>ART.VA.III.HS.4</b><br/>Evaluate the quality and effectiveness of one's artwork.</p>                    | <p><b>ART.VA.IV.HS.4</b><br/>Use knowledge of art and design history to inform personal artwork.</p>        | <p><b>ART.VA.V.HS.7</b><br/>Analyze the impact of visual culture on society.</p>   |

| Perform   | Create  | Analyze  | Analyze in Context | Analyze and Make Connections   |
|---|---|--|--------------------|--|
| ART.VA.I.HS.5<br>Responsibly and safely manage materials and tools. | ART.VA.II.HS.4<br>Apply knowledge and skill to symbolize the essence of an idea.                            | ART.VA.III.HS.5<br>Recognize and understand the relationships between personal experiences and the development of artwork. |                    | ART.VA.V.HS.8<br>Identify the role visual arts play in enhancing civic responsibility and community. |
|   | ART.VA.II.HS.5<br>Reflect, articulate, and edit the development of artwork throughout the creative process. |  |                    |  |
|   | ART.VA.II.HS.8<br>Explore social and global issues through the application of the creative process.         |  |                    |  |

2D Art – Common Core State Standards (CCSS)

| Reading   | Writing   | Speaking & Listening   | Language   | Reading in History/<br>Social Studies  | Writing in History/<br>Social Studies   |
|---|---|--|--|--|---|
| <p><b>Std 2: 9-10</b><br/>Determine a theme or central idea of a text and analyze in detail its development over the course of the text.</p>      | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.</p> | <p><b>Std 2: 9-10</b><br/>Integrate multiple sources of information presented in diverse media or formats.</p>   | <p><b>Std 1: 9-10</b><br/>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>  | <p><b>Std 2: 9-10</b><br/>Determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop.</p>                                  | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts, including the narration of historical events.</p>  |
| <p><b>Std 2: 11-12</b><br/>Determine two or more themes or central ideas of a text and analyze their development over the course of the text.</p> | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.</p> | <p><b>Std 2: 11-12</b><br/>Integrate multiple sources of information presented in diverse formats and media.</p> | <p><b>Std 1: 11-12</b><br/>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> | <p><b>Std 2: 11-12</b><br/>Determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas.</p> | <p><b>Std 2: 11-12</b><br/>Write informative / explanatory texts, including the narration of historical events.</p> |

| Reading  | Writing   | Speaking & Listening | Language   | Reading in History/<br>Social Studies   | Writing in History/<br>Social Studies   |
|--|---|----------------------|--|---|---|
| <p><b>Std 3: 9-10</b><br/>Analyze how complex characters develop over the course of a text.</p>                                    | <p><b>Std 3: 9-10</b><br/>Write narratives to develop real or imagined experiences or events using effective techniques.</p>  |                      | <p><b>Std 2: 9-10</b><br/>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>  | <p><b>Std 8: 9-10</b><br/>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>                      | <p><b>Std 4: 9-10</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>  |
| <p><b>Std 3: 11-12</b><br/>Analyze the impact of the author's choices regarding how to develop and relate elements of a story.</p> | <p><b>Std 3: 11-12</b><br/>Write narratives to develop real or imagined experiences or events using effective techniques.</p> |                      | <p><b>Std 3: 9-10</b><br/>Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.</p> | <p><b>Std 8: 11-12</b><br/>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> | <p><b>Std 4: 11-12</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> |

| Reading  | Writing  | Speaking & Listening | Language  | Reading in History/<br>Social Studies  | Writing in History/<br>Social Studies   |
|--|--|----------------------|---|--|---|
| <p><b>Std 10: 9-10</b><br/>Read and comprehend literature</p>  | <p><b>Std 4: 9-10</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p>  |                      | <p><b>Std 3: 11-12</b><br/>Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.</p> | <p><b>Std 10: 9-10</b><br/>Read and comprehend history/social studies texts independently and proficiently.</p>  | <p><b>Std 5: 9-10</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |
| <p><b>Std 10: 11-12</b><br/>Read and comprehend literature</p> | <p><b>Std 4: 11-12</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> |                      | <p><b>Std 5: 9-10</b><br/>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>  | <p><b>Std 10: 11-12</b><br/>Read and comprehend history/social studies texts independently and proficiently.</p> | <p><b>Std 5: 11-12</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific.</p>                     |

| Reading | Writing   | Speaking & Listening | Language  | Reading in History/<br>Social Studies | Writing in History/<br>Social Studies   |
|---------|---|----------------------|---|---------------------------------------|---|
|         | <p><b>Std 5: 9-10</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>  |                      | <p><b>Std 5: 11-12</b><br/>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> |                                       | <p><b>Std 8: 9-10</b><br/>Gather relevant information from multiple authoritative print and digital sources; assess usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.</p>                                      |
|         | <p><b>Std 5: 11-12</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> |                      | <p><b>Std 6: 9-10</b><br/>Acquire and use accurately general academic and domain-specific words and phrases.</p>                  |                                       | <p><b>Std 8: 11-12</b><br/>Gather relevant information from multiple authoritative print and digital sources; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas.</p> |

| Reading | Writing   | Speaking & Listening | Language  | Reading in History/<br>Social Studies | Writing in History/<br>Social Studies   |
|---------|---|----------------------|---|---------------------------------------|---|
|         | <p><b>Std 8: 9-10</b><br/>Gather relevant information from multiple authoritative print and digital sources.</p>                |                      | <p><b>Std 6: 11-12</b><br/>Acquire and use accurately general academic and domain-specific words and phrases.</p> |                                       | <p><b>Std 9: 9-10</b><br/>Draw evidence from informational texts to support analysis, reflection and research.</p>  |
|         | <p><b>Std 8: 11-12</b><br/>Gather relevant information from multiple authoritative print and digital sources.</p>               |                      |   |                                       | <p><b>Std 9: 11-12</b><br/>Draw evidence from informational texts to support analysis, reflection and research.</p> |
|         | <p><b>Std 9: 9-10</b><br/>Draw evidence from literary or informational texts to support analysis, reflection and research.</p>  |                      |   |                                       |   |
|         | <p><b>Std 9: 11-12</b><br/>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> |                      |   |                                       |   |



2D Art – Michigan K – 12 Social Studies Standards

| Michigan K-12 Social Studies Standards   |
|--|
| WHG 7.2.3 – World War II   |
| WHG 7.2.6 – Case Studies of Genocide   |
| WHG CG4 – Conflict, Cooperation, and Security: Causes of and responses to ethnic cleansing / genocide / mass killing |
| USHG 7.2.4 – Responses to Genocide   |

2D Art – The College, Career and Civic Life (C3) Framework for Social Studies State Standards

| Dimension 1:<br>Developing<br>Questions &<br>Planning<br>Inquiries                   | Dimension 2: Applying<br>Disciplinary Concepts &<br>Tools  | Dimension 3:<br>Evaluating<br>Sources &<br>Using Evidence  | Dimension 4:<br>Communicating<br>Conclusions &<br>Taking Informed<br>Action  | Psychology<br>Companion<br>Document  | Sociology<br>Companion<br>Document  |
|--|--|--|--|--|---|
| <p>D1.1.9-12<br/>Explain how a question reflects an enduring issue in the field.</p> | <p>D2.His.1.9-12<br/>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> | <p>D3.1.9-12<br/>Gather relevant information from multiple sources representing a wide range of views.</p> | <p>D4.2.9-12<br/>Construct explanations using sound reasoning, correct sequence, examples and details with significant pertinent information and data while acknowledging the strengths and weaknesses of the explanation.</p> | <p>D2.Psy.2.9-12<br/>Investigate human behavior.</p>   | <p>D2.Soc.3.9-12 Identify how social context influences individuals.</p>      |
|  | <p>D2.His.2.9-12<br/>Analyze change and continuity in historical eras.</p>   |  | <p>D4.7.9-12<br/>Assess options for individual and collective action to address local, regional and global problems by engaging in self-reflection, strategy identification and complex causal reasoning.</p>                  | <p>D2.Psy.7.9-12<br/>Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.</p> | <p>D2.Soc.12.9-12<br/>Explain the social construction of self and groups.</p> |

| Dimension 1:<br>Developing<br>Questions &<br>Planning<br>Inquiries | Dimension 2: Applying<br>Disciplinary Concepts &<br>Tools  | Dimension 3:<br>Evaluating<br>Sources &<br>Using Evidence | Dimension 4:<br>Communicating<br>Conclusions &<br>Taking Informed<br>Action | Psychology<br>Companion<br>Document   | Sociology<br>Companion<br>Document  |
|--|--|---|---|---|---|
|  | <p><b>D2.His.4.9-12</b><br/>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>       |   |   | <p><b>D2.Psy.8.9-12</b><br/>Explain the complexities of human thought and behavior.</p> | <p><b>D2.Soc.15.9-12</b><br/>Identify common patterns of social inequality.</p>                 |
|  | <p><b>D2.His.7.9-12</b><br/>Explain how the perspectives of people in the present shape interpretations of the past.</p>                                   |   |   |   | <p><b>D2.Soc.16.9-12</b><br/>Interpret the effects of inequality on groups and individuals.</p> |
|  | <p><b>D2.His.15.9-12</b><br/>Distinguish between long-term causes and triggering events in developing a historical argument.</p>                           |   |   |   | <p><b>D2.Soc.18.9-12</b><br/>Propose and evaluate alternative responses to inequality.</p>      |
|  | <p><b>D2.His.16.9-12</b><br/>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> |   |   |   |   |

### 3D Art – Michigan Merit Curriculum – Visual Arts

| Perform  | Create   | Analyze   | Analyze in Context  | Analyze and Make Connections   |
|--|--|---|---|--|
| <p><b>ART.VA.I.HS.2</b><br/>Intentionally use art materials and tools when applying techniques and skills to communicate ideas.</p>        | <p><b>ART.VA.II.HS.1</b><br/>Identify, define problems, and reflect upon possible visual solutions.</p>                                | <p><b>ART.VA.III.HS.1</b><br/>Analyze and describe the formal characteristics of a work of art or design.</p> | <p><b>ART.VA.IV.HS.1</b> Observe and describe artwork with respect to history and culture.</p>              | <p><b>ART.VA.V.HS.5</b><br/>Recognize the role of art across the academic curriculum.</p>  |
| <p><b>ART.VA.I.HS.3</b><br/>Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.</p> | <p><b>ART.VA.II.HS.2</b><br/>Create artwork using materials and techniques with skill so that personal intentions are carried out.</p> | <p><b>ART.VA.III.HS.2</b> Describe how organizational principles are used to elicit emotional responses.</p>  | <p><b>ART.VA.IV.HS.3</b><br/>Analyze the correlation between art, history, and culture throughout time.</p> | <p><b>ART.VA.V.HS.6</b><br/>Understand artistic knowledge as an important tool for successful living in the 21<sup>st</sup> century.</p> |
| <p><b>ART.VA.I.HS.4</b><br/>Exhibit, present, and publish quality works of art.</p>  | <p><b>ART.VA.II.HS.3</b><br/>Apply organizational principles and methods to create innovative works of art and design products.</p>    | <p><b>ART.VA.III.HS.4</b><br/>Evaluate the quality and effectiveness of one's artwork.</p>                    | <p><b>ART.VA.IV.HS.4</b><br/>Use knowledge of art and design history to inform personal artwork.</p>        | <p><b>ART.VA.V.HS.7</b><br/>Analyze the impact of visual culture on society.</p>   |

| Perform  | Create   | Analyze   | Analyze in Context | Analyze and Make Connections  |
|--|--|---|--------------------|---|
| <b>ART.VA.I.HS.5</b><br>Responsibly and safely manage materials and tools. | <b>ART.VA.II.HS.4</b><br>Apply knowledge and skill to symbolize the essence of an idea.                            | <b>ART.VA.III.HS.5</b><br>Recognize and understand the relationships between personal experiences and the development of artwork. |                    | <b>ART.VA.V.HS.8</b><br>Identify the role visual arts play in enhancing civic responsibility and community. |
|  | <b>ART.VA.II.HS.5</b><br>Reflect, articulate, and edit the development of artwork throughout the creative process. |   |                    |   |
|  | <b>ART.VA.II.HS.8</b><br>Explore social and global issues through the application of the creative process.         |   |                    |   |

3D Art – Common Core State Standards (CCSS)

| Reading   | Writing   | Speaking & Listening   | Language   | Reading in History/ Social Studies   | Writing in History/ Social Studies  |
|---|---|--|--|--|---|
| <p><b>Std 2: 9-10</b><br/>Determine a theme or central idea of a text and analyze in detail its development over the course of the text.</p>      | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.</p> | <p><b>Std 2: 9-10</b><br/>Integrate multiple sources of information presented in diverse media or formats.</p>   | <p><b>Std 1: 9-10</b><br/>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>  | <p><b>Std 2: 9-10</b><br/>Determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop.</p>                                  | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts, including the narration of historical events.</p>  |
| <p><b>Std 2: 11-12</b><br/>Determine two or more themes or central ideas of a text and analyze their development over the course of the text.</p> | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.</p> | <p><b>Std 2: 11-12</b><br/>Integrate multiple sources of information presented in diverse formats and media.</p> | <p><b>Std 1: 11-12</b><br/>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> | <p><b>Std 2: 11-12</b><br/>Determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas.</p> | <p><b>Std 2: 11-12</b><br/>Write informative / explanatory texts, including the narration of historical events.</p> |

| Reading  | Writing   | Speaking & Listening | Language   | Reading in History/<br>Social Studies   | Writing in History/<br>Social Studies   |
|--|---|----------------------|--|---|---|
| <p><b>Std 3: 9-10</b><br/>Analyze how complex characters develop over the course of a text.</p>                                    | <p><b>Std 3: 9-10</b><br/>Write narratives to develop real or imagined experiences or events using effective techniques.</p>  |                      | <p><b>Std 2: 9-10</b><br/>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>  | <p><b>Std 8: 9-10</b><br/>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>                      | <p><b>Std 4: 9-10</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>  |
| <p><b>Std 3: 11-12</b><br/>Analyze the impact of the author's choices regarding how to develop and relate elements of a story.</p> | <p><b>Std 3: 11-12</b><br/>Write narratives to develop real or imagined experiences or events using effective techniques.</p> |                      | <p><b>Std 3: 9-10</b><br/>Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.</p> | <p><b>Std 8: 11-12</b><br/>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> | <p><b>Std 4: 11-12</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> |

| Reading  | Writing  | Speaking & Listening | Language  | Reading in History/<br>Social Studies  | Writing in History/<br>Social Studies   |
|--|--|----------------------|---|--|---|
| <p><b>Std 10: 9-10</b><br/>Read and comprehend literature</p>  | <p><b>Std 4: 9-10</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p>  |                      | <p><b>Std 3: 11-12</b><br/>Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.</p> | <p><b>Std 10: 9-10</b><br/>Read and comprehend history/social studies texts independently and proficiently.</p>  | <p><b>Std 5: 9-10</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |
| <p><b>Std 10: 11-12</b><br/>Read and comprehend literature</p> | <p><b>Std 4: 11-12</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> |                      | <p><b>Std 5: 9-10</b><br/>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>  | <p><b>Std 10: 11-12</b><br/>Read and comprehend history/social studies texts independently and proficiently.</p> | <p><b>Std 5: 11-12</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific.</p>                     |



| Reading | Writing   | Speaking & Listening | Language  | Reading in History/<br>Social Studies | Writing in History/<br>Social Studies   |
|---------|---|----------------------|---|---------------------------------------|---|
|         | <p><b>Std 5: 9-10</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>  |                      | <p><b>Std 5: 11-12</b><br/>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> |                                       | <p><b>Std 8: 9-10</b><br/>Gather relevant information from multiple authoritative print and digital sources; assess usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.</p>                                      |
|         | <p><b>Std 5: 11-12</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> |                      | <p><b>Std 6: 9-10</b><br/>Acquire and use accurately general academic and domain-specific words and phrases.</p>                  |                                       | <p><b>Std 8: 11-12</b><br/>Gather relevant information from multiple authoritative print and digital sources; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas.</p> |

| Reading | Writing   | Speaking & Listening | Language  | Reading in History/<br>Social Studies | Writing in History/<br>Social Studies   |
|---------|---|----------------------|---|---------------------------------------|---|
|         | <p><b>Std 8: 9-10</b><br/>Gather relevant information from multiple authoritative print and digital sources.</p>                |                      | <p><b>Std 6: 11-12</b><br/>Acquire and use accurately general academic and domain-specific words and phrases.</p> |                                       | <p><b>Std 9: 9-10</b><br/>Draw evidence from informational texts to support analysis, reflection and research.</p>  |
|         | <p><b>Std 8: 11-12</b><br/>Gather relevant information from multiple authoritative print and digital sources.</p>               |                      |   |                                       | <p><b>Std 9: 11-12</b><br/>Draw evidence from informational texts to support analysis, reflection and research.</p> |
|         | <p><b>Std 9: 9-10</b><br/>Draw evidence from literary or informational texts to support analysis, reflection and research.</p>  |                      |   |                                       |   |
|         | <p><b>Std 9: 11-12</b><br/>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> |                      |   |                                       |   |

3D Art – Michigan K – 12 Social Studies Standards

| Michigan K-12 Social Studies Standards   |
|--|
| WHG 7.2.3 – World War II   |
| WHG 7.2.6 – Case Studies of Genocide   |
| WHG CG4 – Conflict, Cooperation, and Security: Causes of and responses to ethnic cleansing / genocide / mass killing |
| USHG 7.2.4 – Responses to Genocide   |

3D Art – The College, Career and Civic Life (C3) Framework for Social Studies State Standards

| Dimension 1:<br>Developing<br>Questions &<br>Planning<br>Inquiries                   | Dimension 2: Applying<br>Disciplinary Concepts &<br>Tools  | Dimension 3:<br>Evaluating<br>Sources &<br>Using Evidence  | Dimension 4:<br>Communicating<br>Conclusions &<br>Taking Informed<br>Action  | Psychology<br>Companion<br>Document  | Sociology<br>Companion<br>Document  |
|--|--|--|--|--|---|
| <p>D1.1.9-12<br/>Explain how a question reflects an enduring issue in the field.</p> | <p>D2.His.1.9-12<br/>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> | <p>D3.1.9-12<br/>Gather relevant information from multiple sources representing a wide range of views.</p> | <p>D4.2.9-12<br/>Construct explanations using sound reasoning, correct sequence, examples and details with significant pertinent information and data while acknowledging the strengths and weaknesses of the explanation.</p> | <p>D2.Psy.2.9-12<br/>Investigate human behavior.</p>   | <p>D2.Soc.3.9-12 Identify how social context influences individuals.</p>      |
|  | <p>D2.His.2.9-12<br/>Analyze change and continuity in historical eras.</p>   |  | <p>D4.7.9-12<br/>Assess options for individual and collective action to address local, regional and global problems by engaging in self-reflection, strategy identification and complex causal reasoning.</p>                  | <p>D2.Psy.7.9-12<br/>Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.</p> | <p>D2.Soc.12.9-12<br/>Explain the social construction of self and groups.</p> |

| Dimension 1:<br>Developing<br>Questions &<br>Planning<br>Inquiries | Dimension 2: Applying<br>Disciplinary Concepts &<br>Tools  | Dimension 3:<br>Evaluating<br>Sources &<br>Using Evidence | Dimension 4:<br>Communicating<br>Conclusions &<br>Taking Informed<br>Action | Psychology<br>Companion<br>Document   | Sociology<br>Companion<br>Document  |
|--|--|---|---|---|---|
|  | <p><b>D2.His.4.9-12</b><br/>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>       |   |   | <p><b>D2.Psy.8.9-12</b><br/>Explain the complexities of human thought and behavior.</p> | <p><b>D2.Soc.15.9-12</b><br/>Identify common patterns of social inequality.</p>                 |
|  | <p><b>D2.His.7.9-12</b><br/>Explain how the perspectives of people in the present shape interpretations of the past.</p>                                   |   |   |   | <p><b>D2.Soc.16.9-12</b><br/>Interpret the effects of inequality on groups and individuals.</p> |
|  | <p><b>D2.His.15.9-12</b><br/>Distinguish between long-term causes and triggering events in developing a historical argument.</p>                           |   |   |   | <p><b>D2.Soc.18.9-12</b><br/>Propose and evaluate alternative responses to inequality.</p>      |
|  | <p><b>D2.His.16.9-12</b><br/>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> |   |   |   |   |

Poetry – Common Core State Standards (CCSS)

| Reading   | Writing   | Speaking & Listening   | Language   | Reading in History/ Social Studies   | Writing in History/ Social Studies  |
|---|---|--|--|--|---|
| <p><b>Std 2: 9-10</b><br/>Determine a theme or central idea of a text and analyze in detail its development over the course of the text.</p>      | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.</p> | <p><b>Std 2: 9-10</b><br/>Integrate multiple sources of information presented in diverse media or formats.</p>   | <p><b>Std 1: 9-10</b><br/>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>  | <p><b>Std 2: 9-10</b><br/>Determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop.</p>                                  | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts, including the narration of historical events.</p>  |
| <p><b>Std 2: 11-12</b><br/>Determine two or more themes or central ideas of a text and analyze their development over the course of the text.</p> | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.</p> | <p><b>Std 2: 11-12</b><br/>Integrate multiple sources of information presented in diverse formats and media.</p> | <p><b>Std 1: 11-12</b><br/>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> | <p><b>Std 2: 11-12</b><br/>Determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas.</p> | <p><b>Std 2: 11-12</b><br/>Write informative / explanatory texts, including the narration of historical events.</p> |

| Reading  | Writing   | Speaking & Listening | Language   | Reading in History/<br>Social Studies   | Writing in History/<br>Social Studies   |
|--|---|----------------------|--|---|---|
| <p><b>Std 3: 9-10</b><br/>Analyze how complex characters develop over the course of a text.</p>                                    | <p><b>Std 3: 9-10</b><br/>Write narratives to develop real or imagined experiences or events using effective techniques.</p>  |                      | <p><b>Std 2: 9-10</b><br/>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>  | <p><b>Std 8: 9-10</b><br/>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>                      | <p><b>Std 4: 9-10</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>  |
| <p><b>Std 3: 11-12</b><br/>Analyze the impact of the author's choices regarding how to develop and relate elements of a story.</p> | <p><b>Std 3: 11-12</b><br/>Write narratives to develop real or imagined experiences or events using effective techniques.</p> |                      | <p><b>Std 3: 9-10</b><br/>Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.</p> | <p><b>Std 8: 11-12</b><br/>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> | <p><b>Std 4: 11-12</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> |

| Reading  | Writing  | Speaking & Listening | Language  | Reading in History/<br>Social Studies  | Writing in History/<br>Social Studies   |
|--|--|----------------------|---|--|---|
| <p><b>Std 10: 9-10</b><br/>Read and comprehend literature</p>  | <p><b>Std 4: 9-10</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p>  |                      | <p><b>Std 3: 11-12</b><br/>Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.</p> | <p><b>Std 10: 9-10</b><br/>Read and comprehend history/social studies texts independently and proficiently.</p>  | <p><b>Std 5: 9-10</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |
| <p><b>Std 10: 11-12</b><br/>Read and comprehend literature</p> | <p><b>Std 4: 11-12</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> |                      | <p><b>Std 5: 9-10</b><br/>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>  | <p><b>Std 10: 11-12</b><br/>Read and comprehend history/social studies texts independently and proficiently.</p> | <p><b>Std 5: 11-12</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific.</p>                     |



| Reading | Writing   | Speaking & Listening | Language  | Reading in History/<br>Social Studies | Writing in History/<br>Social Studies   |
|---------|---|----------------------|---|---------------------------------------|---|
|         | <p><b>Std 5: 9-10</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>  |                      | <p><b>Std 5: 11-12</b><br/>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> |                                       | <p><b>Std 8: 9-10</b><br/>Gather relevant information from multiple authoritative print and digital sources; assess usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.</p>                                      |
|         | <p><b>Std 5: 11-12</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> |                      | <p><b>Std 6: 9-10</b><br/>Acquire and use accurately general academic and domain-specific words and phrases.</p>                  |                                       | <p><b>Std 8: 11-12</b><br/>Gather relevant information from multiple authoritative print and digital sources; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas.</p> |

| Reading | Writing   | Speaking & Listening | Language  | Reading in History/<br>Social Studies | Writing in History/<br>Social Studies   |
|---------|---|----------------------|---|---------------------------------------|---|
|         | <b>Std 8: 9-10</b><br>Gather relevant information from multiple authoritative print and digital sources.                |                      | <b>Std 6: 11-12</b><br>Acquire and use accurately general academic and domain-specific words and phrases. |                                       | <b>Std 9: 9-10</b><br>Draw evidence from informational texts to support analysis, reflection and research.  |
|         | <b>Std 8: 11-12</b><br>Gather relevant information from multiple authoritative print and digital sources.               |                      |   |                                       | <b>Std 9: 11-12</b><br>Draw evidence from informational texts to support analysis, reflection and research. |
|         | <b>Std 9: 9-10</b><br>Draw evidence from literary or informational texts to support analysis, reflection and research.  |                      |   |                                       |   |
|         | <b>Std 9: 11-12</b><br>Draw evidence from literary or informational texts to support analysis, reflection and research. |                      |   |                                       |   |

Poetry – Michigan K – 12 Social Studies Standards

| Michigan K-12 Social Studies Standards   |
|--|
| WHG 7.2.3 – World War II   |
| WHG 7.2.6 – Case Studies of Genocide   |
| WHG CG4 – Conflict, Cooperation, and Security: Causes of and responses to ethnic cleansing / genocide / mass killing |
| USHG 7.2.4 – Responses to Genocide   |

Poetry – The College, Career and Civic Life (C3) Framework for Social Studies State Standards

| Dimension 1:<br>Developing<br>Questions &<br>Planning<br>Inquiries                   | Dimension 2: Applying<br>Disciplinary Concepts &<br>Tools  | Dimension 3:<br>Evaluating<br>Sources &<br>Using Evidence  | Dimension 4:<br>Communicating<br>Conclusions &<br>Taking Informed<br>Action  | Psychology<br>Companion<br>Document  | Sociology<br>Companion<br>Document  |
|--|--|--|--|--|---|
| <p>D1.1.9-12<br/>Explain how a question reflects an enduring issue in the field.</p> | <p>D2.His.1.9-12<br/>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> | <p>D3.1.9-12<br/>Gather relevant information from multiple sources representing a wide range of views.</p> | <p>D4.2.9-12<br/>Construct explanations using sound reasoning, correct sequence, examples and details with significant pertinent information and data while acknowledging the strengths and weaknesses of the explanation.</p> | <p>D2.Psy.2.9-12<br/>Investigate human behavior.</p>   | <p>D2.Soc.3.9-12<br/>Identify how social context influences individuals.</p>  |
|  | <p>D2.His.2.9-12<br/>Analyze change and continuity in historical eras.</p>   |  | <p>D4.7.9-12<br/>Assess options for individual and collective action to address local, regional and global problems by engaging in self-reflection, strategy identification and complex causal reasoning.</p>                  | <p>D2.Psy.7.9-12<br/>Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.</p> | <p>D2.Soc.12.9-12<br/>Explain the social construction of self and groups.</p> |

| Dimension 1:<br>Developing<br>Questions &<br>Planning<br>Inquiries | Dimension 2: Applying<br>Disciplinary Concepts &<br>Tools   | Dimension 3:<br>Evaluating<br>Sources &<br>Using Evidence | Dimension 4:<br>Communicating<br>Conclusions &<br>Taking Informed<br>Action | Psychology<br>Companion<br>Document                                      | Sociology<br>Companion<br>Document   |
|--|---|---|---|--|--|
|  | D2.His.4.9-12<br>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.       |   |   | D2.Psy.8.9-12<br>Explain the complexities of human thought and behavior. | D2.Soc.15.9-12<br>Identify common patterns of social inequality.                 |
|  | D2.His.7.9-12<br>Explain how the perspectives of people in the present shape interpretations of the past.                                   |   |   |  | D2.Soc.16.9-12<br>Interpret the effects of inequality on groups and individuals. |
|  | D2.His.15.9-12<br>Distinguish between long-term causes and triggering events in developing a historical argument.                           |   |   |  | D2.Soc.18.9-12<br>Propose and evaluate alternative responses to inequality.      |
|  | D2.His.16.9-12<br>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. |   |   |  |  |

Prose – Common Core State Standards (CCSS)

| Reading   | Writing   | Speaking & Listening   | Language   | Reading in History/<br>Social Studies  | Writing in History/<br>Social Studies   |
|---|---|--|--|--|---|
| <p><b>Std 2: 9-10</b><br/>Determine a theme or central idea of a text and analyze in detail its development over the course of the text.</p>      | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.</p> | <p><b>Std 2: 9-10</b><br/>Integrate multiple sources of information presented in diverse media or formats.</p>   | <p><b>Std 1: 9-10</b><br/>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>  | <p><b>Std 2: 9-10</b><br/>Determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop.</p>                                  | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts, including the narration of historical events.</p>  |
| <p><b>Std 2: 11-12</b><br/>Determine two or more themes or central ideas of a text and analyze their development over the course of the text.</p> | <p><b>Std 2: 9-10</b><br/>Write informative / explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.</p> | <p><b>Std 2: 11-12</b><br/>Integrate multiple sources of information presented in diverse formats and media.</p> | <p><b>Std 1: 11-12</b><br/>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> | <p><b>Std 2: 11-12</b><br/>Determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas.</p> | <p><b>Std 2: 11-12</b><br/>Write informative / explanatory texts, including the narration of historical events.</p> |

| Reading  | Writing   | Speaking & Listening | Language   | Reading in History/<br>Social Studies   | Writing in History/<br>Social Studies   |
|--|---|----------------------|--|---|---|
| <p><b>Std 3: 9-10</b><br/>Analyze how complex characters develop over the course of a text.</p>                                    | <p><b>Std 3: 9-10</b><br/>Write narratives to develop real or imagined experiences or events using effective techniques.</p>  |                      | <p><b>Std 2: 9-10</b><br/>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>  | <p><b>Std 8: 9-10</b><br/>Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>                      | <p><b>Std 4: 9-10</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>  |
| <p><b>Std 3: 11-12</b><br/>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story.</p> | <p><b>Std 3: 11-12</b><br/>Write narratives to develop real or imagined experiences or events using effective techniques.</p> |                      | <p><b>Std 3: 9-10</b><br/>Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.</p> | <p><b>Std 8: 11-12</b><br/>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> | <p><b>Std 4: 11-12</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> |

| Reading  | Writing   | Speaking & Listening | Language  | Reading in History/<br>Social Studies  | Writing in History/<br>Social Studies   |
|--|---|----------------------|---|--|---|
| <p><b>Std 10: 9-10</b><br/>Read and comprehend literature</p>  | <p><b>Std 4: 9-10</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>  |                      | <p><b>Std 3: 11-12</b><br/>Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.</p> | <p><b>Std 10: 9-10</b><br/>Read and comprehend history/social studies texts independently and proficiently.</p>  | <p><b>Std 5: 9-10</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |
| <p><b>Std 10: 11-12</b><br/>Read and comprehend literature</p> | <p><b>Std 4: 11-12</b><br/>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> |                      | <p><b>Std 5: 9-10</b><br/>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>  | <p><b>Std 10: 11-12</b><br/>Read and comprehend history/social studies texts independently and proficiently.</p> | <p><b>Std 5: 11-12</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific.</p>                     |



| Reading | Writing   | Speaking & Listening | Language  | Reading in History/<br>Social Studies | Writing in History/<br>Social Studies   |
|---------|---|----------------------|---|---------------------------------------|---|
|         | <p><b>Std 5: 9-10</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>  |                      | <p><b>Std 5: 11-12</b><br/>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> |                                       | <p><b>Std 8: 9-10</b><br/>Gather relevant information from multiple authoritative print and digital sources; assess usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.</p>                                      |
|         | <p><b>Std 5: 11-12</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> |                      | <p><b>Std 6: 9-10</b><br/>Acquire and use accurately general academic and domain-specific words and phrases.</p>                  |                                       | <p><b>Std 8: 11-12</b><br/>Gather relevant information from multiple authoritative print and digital sources; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas.</p> |

| Reading | Writing   | Speaking & Listening | Language  | Reading in History/<br>Social Studies | Writing in History/<br>Social Studies   |
|---------|---|----------------------|---|---------------------------------------|---|
|         | <b>Std 8: 9-10</b><br>Gather relevant information from multiple authoritative print and digital sources.                |                      | <b>Std 6: 11-12</b><br>Acquire and use accurately general academic and domain-specific words and phrases. |                                       | <b>Std 9: 9-10</b><br>Draw evidence from informational texts to support analysis, reflection and research.  |
|         | <b>Std 8: 11-12</b><br>Gather relevant information from multiple authoritative print and digital sources.               |                      |   |                                       | <b>Std 9: 11-12</b><br>Draw evidence from informational texts to support analysis, reflection and research. |
|         | <b>Std 9: 9-10</b><br>Draw evidence from literary or informational texts to support analysis, reflection, and research. |                      |   |                                       |   |
|         | <b>Std 9: 11-12</b><br>Draw evidence from literary or informational texts to support analysis, reflection and research. |                      |   |                                       |   |

Prose – Michigan K – 12 Social Studies Standards

| Michigan K-12 Social Studies Standards   |
|--|
| WHG 7.2.3 – World War II   |
| WHG 7.2.6 – Case Studies of Genocide   |
| WHG CG4 – Conflict, Cooperation, and Security: Causes of and responses to ethnic cleansing / genocide / mass killing |
| USHG 7.2.4 – Responses to Genocide   |

Prose – The College, Career and Civic Life (C3) Framework for Social Studies State Standards

| Dimension 1:<br>Developing<br>Questions &<br>Planning<br>Inquiries                   | Dimension 2: Applying<br>Disciplinary Concepts &<br>Tools  | Dimension 3:<br>Evaluating<br>Sources &<br>Using<br>Evidence   | Dimension 4:<br>Communicating<br>Conclusions &<br>Taking Informed<br>Action  | Psychology<br>Companion<br>Document  | Sociology<br>Companion<br>Document  |
|--|--|--|--|--|---|
| <p>D1.1.9-12<br/>Explain how a question reflects an enduring issue in the field.</p> | <p>D2.His.1.9-12<br/>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> | <p>D3.1.9-12<br/>Gather relevant information from multiple sources representing a wide range of views.</p> | <p>D4.2.9-12<br/>Construct explanations using sound reasoning, correct sequence, examples and details with significant pertinent information and data while acknowledging the strengths and weaknesses of the explanation.</p> | <p>D2.Psy.2.9-12<br/>Investigate human behavior.</p>   | <p>D2.Soc.3.9-12<br/>Identify how social context influences individuals.</p>  |
|  | <p>D2.His.2.9-12<br/>Analyze change and continuity in historical eras.</p>   |  | <p>D4.7.9-12<br/>Assess options for individual and collective action to address local, regional and global problems by engaging in self-reflection, strategy identification and complex causal reasoning.</p>                  | <p>D2.Psy.7.9-12<br/>Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.</p> | <p>D2.Soc.12.9-12<br/>Explain the social construction of self and groups.</p> |

| Dimension 1:<br>Developing<br>Questions &<br>Planning<br>Inquiries | Dimension 2: Applying<br>Disciplinary Concepts &<br>Tools  | Dimension 3:<br>Evaluating<br>Sources &<br>Using<br>Evidence | Dimension 4:<br>Communicating<br>Conclusions &<br>Taking Informed<br>Action | Psychology<br>Companion<br>Document   | Sociology<br>Companion<br>Document  |
|--|--|--|---|---|---|
|  | <p><b>D2.His.4.9-12</b><br/>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>       |  |   | <p><b>D2.Psy.8.9-12</b><br/>Explain the complexities of human thought and behavior.</p> | <p><b>D2.Soc.15.9-12</b><br/>Identify common patterns of social inequality.</p>                 |
|  | <p><b>D2.His.7.9-12</b><br/>Explain how the perspectives of people in the present shape interpretations of the past.</p>                                   |  |   |   | <p><b>D2.Soc.16.9-12</b><br/>Interpret the effects of inequality on groups and individuals.</p> |
|  | <p><b>D2.His.15.9-12</b><br/>Distinguish between long-term causes and triggering events in developing a historical argument.</p>                           |  |   |   | <p><b>D2.Soc.18.9-12</b><br/>Propose and evaluate alternative responses to inequality.</p>      |
|  | <p><b>D2.His.16.9-12</b><br/>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> |  |   |   |   |