



Standards and Framework Alignment Document

Categories: Drawing | Painting | Photography | 3D Art

9-12th Grade Division

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Drawing – Michigan Merit Curriculum – Visual Arts

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



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



Drawing – Common Core State Standards (CCSS)

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



| Reading | Writing | Speaking & Listening | Language | Reading in History/ Social Studies | Writing in History/ Social Studies |
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| <p>Std 3: 9-10 Analyze how complex characters develop over the course of a text.</p> | <p>Std 3: 9-10 Write narratives to develop real or imagined experiences or events using effective techniques.</p> | | <p>Std 2: 9-10 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> | <p>Std 8: 9-10 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> | <p>Std 4: 9-10 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> |
| <p>Std 3: 11-12 Analyze the impact of the author's choices regarding how to develop and relate elements of a story.</p> | <p>Std 3: 11-12 Write narratives to develop real or imagined experiences or events using effective techniques.</p> | | <p>Std 3: 9-10 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>Std 8: 11-12 Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.</p> | <p>Std 4: 11-12 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/ Social Studies | Writing in History/ Social Studies |
|--|---|----------------------|---|--|---|
| <p>Std 10: 9-10 Read and comprehend literature</p> | <p>Std 4: 9-10 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> | | <p>Std 3: 11-12 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>Std 10: 9-10 Read and comprehend history/social studies texts independently and proficiently.</p> | <p>Std 5: 9-10 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>Std 10: 11-12 Read and comprehend literature</p> | <p>Std 4: 11-12 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> | | <p>Std 5: 9-10 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> | <p>Std 10: 11-12 Read and comprehend history/social studies texts independently and proficiently.</p> | <p>Std 5: 11-12 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> |



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| | <p>Std 5: 9-10 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | | <p>Std 5: 11-12 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> | | <p>Std 8: 9-10 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>Std 5: 11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | | <p>Std 6: 9-10 Acquire and use accurately general academic and domain-specific words and phrases.</p> | | <p>Std 8: 11-12 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> |



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Drawing – 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 |



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

| Dimension 1: Developing Questions & Planning Inquiries | Dimension 2: Applying Disciplinary Concepts & Tools | Dimension 3: Evaluating Sources & Using Evidence | Dimension 4: Communicating Conclusions & Taking Informed Action | Psychology Companion Document | Sociology Companion Document |
|---|---|---|---|---|--|
| <p>D1.1.9-12 Explain how a question reflects an enduring issue in the field.</p> | <p>D2.His.1.9-12 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 Gather relevant information from multiple sources representing a wide range of views.</p> | <p>D4.2.9-12 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 Investigate human behavior.</p> | <p>D2.Soc.3.9-12 Identify how social context influences individuals.</p> |
| | <p>D2.His.2.9-12 Analyze change and continuity in historical eras.</p> | | <p>D4.7.9-12 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 Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.</p> | <p>D2.Soc.12.9-12 Explain the social construction of self and groups.</p> |



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



Painting – Michigan Merit Curriculum – Visual Arts

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| | <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> | | | |
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Painting – Common Core State Standards (CCSS)

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Painting – Michigan K – 12 Social Studies Standards

| Michigan K-12 Social Studies Standards |
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Painting – The College, Career and Civic Life (C3) Framework for Social Studies State Standards

| Dimension 1: Developing Questions & Planning Inquiries | Dimension 2: Applying Disciplinary Concepts & Tools | Dimension 3: Evaluating Sources & Using Evidence | Dimension 4: Communicating Conclusions & Taking Informed Action | Psychology Companion Document | Sociology Companion Document |
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| <p>D1.1.9-12 Explain how a question reflects an enduring issue in the field.</p> | <p>D2.His.1.9-12 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 Gather relevant information from multiple sources representing a wide range of views.</p> | <p>D4.2.9-12 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 Investigate human behavior.</p> | <p>D2.Soc.3.9-12 Identify how social context influences individuals.</p> |
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Photography – Michigan Merit Curriculum – Visual Arts

| Perform | Create | Analyze | Analyze in Context | Analyze and Make Connections |
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Photography – Common Core State Standards (CCSS)

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|--|---|----------------------|--|---|---|
| <p>Std 3: 9-10 Analyze how complex characters develop over the course of a text.</p> | <p>Std 3: 9-10 Write narratives to develop real or imagined experiences or events using effective techniques.</p> | | <p>Std 2: 9-10 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> | <p>Std 8: 9-10 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> | <p>Std 4: 9-10 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> |
| <p>Std 3: 11-12 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story.</p> | <p>Std 3: 11-12 Write narratives to develop real or imagined experiences or events using effective techniques.</p> | | <p>Std 3: 9-10 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>Std 8: 11-12 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> | <p>Std 4: 11-12 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/ Social Studies | Writing in History/ Social Studies |
|--|--|----------------------|---|--|---|
| <p>Std 10: 9-10 Read and comprehend literature</p> | <p>Std 4: 9-10 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> | | <p>Std 3: 11-12 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>Std 10: 9-10 Read and comprehend history/social studies texts independently and proficiently.</p> | <p>Std 5: 9-10 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>Std 10: 11-12 Read and comprehend literature</p> | <p>Std 4: 11-12 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> | | <p>Std 5: 9-10 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> | <p>Std 10: 11-12 Read and comprehend history/social studies texts independently and proficiently.</p> | <p>Std 5: 11-12 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/ Social Studies | Writing in History/ Social Studies |
|---------|---|----------------------|---|---------------------------------------|---|
| | <p>Std 5: 9-10 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | | <p>Std 5: 11-12 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> | | <p>Std 8: 9-10 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>Std 5: 11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | | <p>Std 6: 9-10 Acquire and use accurately general academic and domain-specific words and phrases.</p> | | <p>Std 8: 11-12 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/ Social Studies | Writing in History/ Social Studies |
|---------|---|----------------------|---|------------------------------------|---|
| | Std 8: 9-10 Gather relevant information from multiple authoritative print and digital sources. | | Std 6: 11-12 Acquire and use accurately general academic and domain-specific words and phrases. | | Std 9: 9-10 Draw evidence from informational texts to support analysis, reflection and research. |
| | Std 8: 11-12 Gather relevant information from multiple authoritative print and digital sources. | | | | Std 9: 11-12 Draw evidence from informational texts to support analysis, reflection and research. |
| | Std 9: 9-10 Draw evidence from literary or informational texts to support analysis, reflection and research. | | | | |
| | Std 9: 11-12 Draw evidence from literary or informational texts to support analysis, reflection and research. | | | | |



Photography – 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 |



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

| Dimension 1: Developing Questions & Planning Inquiries | Dimension 2: Applying Disciplinary Concepts & Tools | Dimension 3: Evaluating Sources & Using Evidence | Dimension 4: Communicating Conclusions & Taking Informed Action | Psychology Companion Document | Sociology Companion Document |
|---|---|---|---|---|--|
| <p>D1.1.9-12 Explain how a question reflects an enduring issue in the field.</p> | <p>D2.His.1.9-12 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 Gather relevant information from multiple sources representing a wide range of views.</p> | <p>D4.2.9-12 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 Investigate human behavior.</p> | <p>D2.Soc.3.9-12 Identify how social context influences individuals.</p> |
| | <p>D2.His.2.9-12 Analyze change and continuity in historical eras.</p> | | <p>D4.7.9-12 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 Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.</p> | <p>D2.Soc.12.9-12 Explain the social construction of self and groups.</p> |



| Dimension 1: Developing Questions & Planning Inquiries | Dimension 2: Applying Disciplinary Concepts & Tools | Dimension 3: Evaluating Sources & Using Evidence | Dimension 4: Communicating Conclusions & Taking Informed Action | Psychology Companion Document | Sociology Companion Document |
|--|--|--|---|---|---|
| | <p>D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> | | | <p>D2.Psy.8.9-12 Explain the complexities of human thought and behavior.</p> | <p>D2.Soc.15.9-12 Identify common patterns of social inequality.</p> |
| | <p>D2.His.7.9-12 Explain how the perspectives of people in the present shape interpretations of the past.</p> | | | | <p>D2.Soc.16.9-12 Interpret the effects of inequality on groups and individuals.</p> |
| | <p>D2.His.15.9-12 Distinguish between long-term causes and triggering events in developing a historical argument.</p> | | | | <p>D2.Soc.18.9-12 Propose and evaluate alternative responses to inequality.</p> |
| | <p>D2.His.16.9-12 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 |
|--|--|---|---|---|
| ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. | ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions. | ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design. | ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture. | ART.VA.V.HS.5 Recognize the role of art across the academic curriculum. |
| ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. | ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out. | ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses. | ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time. | ART.VA.V.HS.6 Understand artistic knowledge as an important tool for successful living in the 21 st century. |
| ART.VA.I.HS.4 Exhibit, present, and publish quality works of art. | ART.VA.II.HS.3 Apply organizational principles and methods to create innovative works of art and design products. | ART.VA.III.HS.4 Evaluate the quality and effectiveness of one’s artwork. | ART.VA.IV.HS.4 Use knowledge of art and design history to inform personal artwork. | ART.VA.V.HS.7 Analyze the impact of visual culture on society. |
| ART.VA.I.HS.5 Responsibly and safely manage materials and tools. | ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea. | ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. | | ART.VA.V.HS.8 Identify the role visual arts play in enhancing civic responsibility and community. |



| Perform | Create | Analyze | Analyze in Context | Analyze and Make Connections |
|---------|---|---------|--------------------|------------------------------|
| | <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> | | | |
| | <p>ART.VA.II.HS.8 Explore social and global issues through the application of the creative process.</p> | | | |



3D Art – Common Core State Standards (CCSS)

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



| Reading | Writing | Speaking & Listening | Language | Reading in History/ Social Studies | Writing in History/ Social Studies |
|--|---|----------------------|--|---|---|
| <p>Std 3: 9-10 Analyze how complex characters develop over the course of a text.</p> | <p>Std 3: 9-10 Write narratives to develop real or imagined experiences or events using effective techniques.</p> | | <p>Std 2: 9-10 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> | <p>Std 8: 9-10 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> | <p>Std 4: 9-10 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> |
| <p>Std 3: 11-12 Analyze the impact of the author's choices regarding how to develop and relate elements of a story.</p> | <p>Std 3: 11-12 Write narratives to develop real or imagined experiences or events using effective techniques.</p> | | <p>Std 3: 9-10 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>Std 8: 11-12 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> | <p>Std 4: 11-12 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/ Social Studies | Writing in History/ Social Studies |
|--|--|----------------------|---|--|---|
| <p>Std 10: 9-10 Read and comprehend literature</p> | <p>Std 4: 9-10 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> | | <p>Std 3: 11-12 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>Std 10: 9-10 Read and comprehend history/social studies texts independently and proficiently.</p> | <p>Std 5: 9-10 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>Std 10: 11-12 Read and comprehend literature</p> | <p>Std 4: 11-12 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> | | <p>Std 5: 9-10 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> | <p>Std 10: 11-12 Read and comprehend history/social studies texts independently and proficiently.</p> | <p>Std 5: 11-12 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/ Social Studies | Writing in History/ Social Studies |
|---------|---|----------------------|---|---------------------------------------|---|
| | <p>Std 5: 9-10 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | | <p>Std 5: 11-12 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> | | <p>Std 8: 9-10 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>Std 5: 11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | | <p>Std 6: 9-10 Acquire and use accurately general academic and domain-specific words and phrases.</p> | | <p>Std 8: 11-12 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/ Social Studies | Writing in History/ Social Studies |
|---------|---|----------------------|---|---------------------------------------|---|
| | Std 8: 9-10 Gather relevant information from multiple authoritative print and digital sources. | | Std 6: 11-12 Acquire and use accurately general academic and domain-specific words and phrases. | | Std 9: 9-10 Draw evidence from informational texts to support analysis, reflection and research. |
| | Std 8: 11-12 Gather relevant information from multiple authoritative print and digital sources. | | | | Std 9: 11-12 Draw evidence from informational texts to support analysis, reflection and research. |
| | Std 9: 9-10 Draw evidence from literary or informational texts to support analysis, reflection and research. | | | | |
| | Std 9: 11-12 Draw evidence from literary or informational texts to support analysis, reflection and research. | | | | |



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: Developing Questions & Planning Inquiries | Dimension 2: Applying Disciplinary Concepts & Tools | Dimension 3: Evaluating Sources & Using Evidence | Dimension 4: Communicating Conclusions & Taking Informed Action | Psychology Companion Document | Sociology Companion Document |
|---|---|---|---|---|--|
| <p>D1.1.9-12 Explain how a question reflects an enduring issue in the field.</p> | <p>D2.His.1.9-12 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 Gather relevant information from multiple sources representing a wide range of views.</p> | <p>D4.2.9-12 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 Investigate human behavior.</p> | <p>D2.Soc.3.9-12 Identify how social context influences individuals.</p> |
| | <p>D2.His.2.9-12 Analyze change and continuity in historical eras.</p> | | <p>D4.7.9-12 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 Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.</p> | <p>D2.Soc.12.9-12 Explain the social construction of self and groups.</p> |



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

