The Holocaust: Racism and Genocide in World War II

Grade: 11-12 Language
CCSS.ELA-Literacy.L.11-12.4,4a,4c,4d,5,5a,5b,6

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11Ð12 reading and content, choosing flexibly from a range of strategies.
4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a wordÕs position or function in a sentence) as a clue to the meaning of a word or phrase.
4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
5b Analyze nuances in the meaning of words with similar denotations.
6 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.

Grade: 9-10 Language
CCSS.ELA-Literacy.L.9-10.4,4a,4c,4d,5,5a,5b,6

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9Ð10 reading and content, choosing flexibly from a range of strategies.
4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a wordÕs position or function in a sentence) as a clue to the meaning of a word or phrase.
4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
5b Analyze nuances in the meaning of words with similar denotations.
6 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.

Grade: 9-10 History/Social Studies
CCSS.ELA-Literacy.RH.9-10.1,2,3,4,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4 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.
5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6 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.
7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8 Assess the extent to which the reasoning and evidence in a text support the authorÕs claims.
9 Compare and contrast treatments of the same topic in several primary and secondary sources.
10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9Ð10 text complexity band independently and proficiently.

The Holocaust: Racism and

Grade: 9-10 History/Social Studies
CCSS.ELA-Literacy.RH.9-10.1,2,3,4,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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Grade: 11-12 Speaking & Listening
CCSS.ELA-Literacy.SL.11-12.1,1a,1b,1c,1d,2,3,4,5,6

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11Ð12 topics, texts, and issues, building on othersÕ ideas and expressing their own clearly and persuasively.
1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2 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.
3 Evaluate a speakerÕs 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.
4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
5 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.
6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11Ð12 Language standards 1 and 3 here for specific expectations.)

Grade: 11-12 Writing HST
CCSS.ELA-Literacy.WHST.11-12.1,2,4,6,7,8,9,10

1 Write arguments focused on discipline-specific content.
2 Write informative/explanatory texts, including the narration of historical events,scientific procedures/ experiments, or technical processes.
4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6 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.
7 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.
8 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 specific 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.
9 Draw evidence from informational texts to support analysis, reflection, and research.
10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.