

Standards Alignment

Resource: Towards Sacred Activism by Dawud Walid

English Language Arts (Common Core: Grades 9-12)

- CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
 - CCSS.ELA-Literacy.SL.9-10.2
 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
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- CCSS.ELA-Literacy.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - CCSS.ELA-Literacy.RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
 - CCSS.ELA-Literacy.SL.11-12.2: 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.

History ([National Council for Social Studies Standards](#): High School)

- *NCSS 1.a*: analyze and explain the ways groups, societies, and cultures address human needs and concerns
- *NCSS 1.c*: explain and give examples of how language, literature, the arts, and other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

- II.d: systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, i.e using a variety of sources and checking their credibility, etc
- *VI.b*: analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings
- VI.a: examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- X.c: locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues, identifying, describing, and evaluating multiple points of view

Art ([National Core Arts Standards](#) – 9-12)

- **Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Visual Arts)**
 - Document the process of developing ideas from early stages to fully elaborated ideas.
 - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
 - Describe how knowledge of culture, traditions, and history may influence personal responses to art.
 - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.