

Standards Alignment

Resource: “Palestine ... it is something colonial” By Dr. Hatem Bazian

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)

- *II.a:* demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use
- *II.b:* identify and describe significant historical periods and patterns of change within and cross cultures
- *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

- *V.b*: analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings
- *V.e*: describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements
- VI.a: examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- VI.f: analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- 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.
 - 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.