

DRAWER 4: SECTION 2

TOOLS FOR DESIGNING AGENDAS

- **Standards**

- Abbreviation Codes for NCSS and Common Core Documents
- Common Core Standards
 - Abbreviated Lesson Alignment – ALACC-LEG/GIF
 - Extended Lesson Alignment – ELACC-LEG/GIF
 - Abbreviated Lesson Alignment Index – CC Index–LEG
 - Abbreviated Lesson Alignment Index – CC Index–GIF
 - Lesson Alignment Worksheets – LAW-LEG
 - Lesson Alignment Worksheets – LAW-GIF
 - Standards Graphic (State of Maine)
- National Curriculum Standards for Social Studies
 - Extended Lesson Alignment – ELANCSS-LEG/GIF
 - Thematic Strands Index – NCSS Index-LEG
 - Thematic Strands Index – NCSS Index-GIF
- Strategies for Connecting Standards

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES

Common Core Standards in Literacy in History/Social Studies

Abbreviation Codes

The following abbreviation codes for documents may be useful when designing various segments for workshops.

- **LEG** - *Let's Explore Modern Germany: Instructional Strategies for Elementary Educators*
- **GIF** - *Germany In Focus: Instructional Strategies for Secondary Educators*
- **CC Index*** - *Common Core (Abbreviated) Lesson Alignment*
- **NCSS Index*** - *National Curriculum Standards for Social Studies: Thematic Strands Index*
- **ALACC** - *Abbreviated Lesson Alignment to Common Core Standards*
- **ELACC** - *Extended Lesson Alignment to Common Core Standards*
- **ELANCSS** – *Extended Lesson Alignment to National Curriculum Standards for Social Studies*
- **LAW*** - *Lesson Standards Alignment Worksheets*
- Various national, state, regional, or local social studies standards

* Available for **LEG** and **GIF**

ABBREVIATED LESSON ALIGNMENT – ALACC-LEG/GIF

Reading Standards in Literacy – History / Social Studies, K-5, 6-12

Key Ideas and Details

RH/SS.1 - cite specific textual evidence to support conclusions

RH/SS.2 - determine and summarize central ideas and themes

RH/SS.3 - analyze text related individuals, events or ideas

Craft and Structure

RH/SS.4 - determine meaning of words/phrases

RH/SS.5 - analyze text structure

RH/SS.6 - assess point of view or purpose

Integration of Knowledge and Ideas

RH/SS.7 - integrate and evaluate content presented in diverse formats/media

RH/SS.8 - determine and evaluate argument specific claims validity of reasoning and evidence

RH/SS.9 - analyze and/or compare primary/secondary source materials

Range of Reading and Level of Complexity

RH/SS.10 - read and comprehend literary and informational texts

Writing Standards for Literacy in History / Social Studies, K-5, 6-12

Text Types and Purposes

WH/SS.1 - write persuasive texts

WH/SS.2 - write informative and explanatory texts

WH/SS.3 - write narrative texts

Production and Distribution of Writing

WH/SS.4 - produce clear and coherent writing

WH/SS.5 - use effective skills in the writing process

WH/SS.6 - use technology effectively

Research to Build and Present Knowledge

WH/SS.7 - conduct research based on focus question(s)

WH/SS.8 - gather relevant information

WH/SS.9 - draw evidence from literary and informational texts

Range of Writing

WH/SS.10 - writing for a range tasks, purposes, audience, and timeframes

Speaking and Listening for Literacy in History / Social Studies, K-5, 6-12

Comprehension and Collaboration

SL.1 - prepare and participate in a range of collaborations and/or conversations

SL.2 - integrate and evaluate diverse media/formats

SL.3 - evaluate point of view, reasoning, use of evidence, or rhetoric

Presentation of Knowledge and Ideas

SL.4 - present information and supporting evidence

SL.5 - use multimedia components

SL.6 - adapt speech/presentation to variety of contexts and communicative tasks

Note: RH/SS=Reading History/Social Studies WH/SS=Writing History/ Social Studies SL=Speaking and Listening

EXTENDED LESSON ALIGNMENT TO COMMON CORE STANDARDS**Reading Standards for Literacy in History / Social Studies - K-5, 6-12****Key Ideas and details**

RH/SS.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH/SS.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH/SS.3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

RH/SS.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH/SS.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH/SS.6 - Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

RH/SS.7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH/SS.8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH/SS.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

RH/SS.10 - Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards for Literacy in History / Social Studies – K-5, 6-12**Text types and Purposes**

WH/SS.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WH/SS.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WH/SS.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

WH/SS.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WH/SS.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WH/SS.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

WH/SS.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WH/SS.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WH/SS.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

RH/SS.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards for Literacy in History / Social Studies – K-5, 6-12**Comprehension and Collaboration**

SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

*Note: RH/SS=Reading History/Social Studies
WH/SS=Writing History/ Social Studies
SL=Speaking and Listening*

LESSON ALIGNMENT INDEX

Common Core Standards (abbreviated)

“Let’s Explore Modern Germany”

Reading Standards in Literacy – History / Social Studies, K-5

Key Ideas and Details

RH/SS.1 - cite specific textual evidence to support conclusions

Lessons: 1.1 1.2 1.3 1.4 2.2 2.4 2.5 3.2 3.4 4.2

RH/SS.2 - determine and summarize central ideas and themes

Lessons: 2.5 3.1 3.3 4.1 4.3

RH/SS.3 - analyze text related individuals, events or ideas

Lessons: 3.3 3.5 4.1

Craft and Structure

RH/SS.4 - determine meaning of words/phrases

Lessons: 3.3 3.4 4.1

Integration of Knowledge and Ideas

RH/SS.7 - integrate and evaluate content presented in diverse formats/media

Lessons: 2.2

RH/SS.9 - analyze and/or compare primary/secondary source materials

Lessons: 1.4 1.5 2.6 3.3

Range of Reading and Level of Complexity

RH/SS.10 - read and comprehend literary and informational texts

Lessons: 2.3 4.1

Writing Standards for Literacy in History / Social Studies, K-5

Text Types and Purposes

WH/SS.1 - write persuasive texts

Lessons: 3.2

WH/SS.2 - write informative and explanatory texts

Lessons: 2.2 2.3 2.4 2.6 3.2 3.3 4.1

WH/SS.3 - write narrative texts

Lessons: 2.5 3.3 4.1 4.2 4.2 4.4

Research to Build and Present Knowledge

WH/SS.7 - conduct research based on focus question(s)

Lessons: 1.3 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.3 3.4 3.5 4.1
 4.2 4.3 4.4

WH/SS.8 - gather relevant information

Lessons: 1.2 1.3 1.4 2.2 2.3 2.4 2.5 2.6 2.7

WH/SS.9 - draw evidence from literary and informational texts

Lessons: 2.6 4.1

Speaking and Listening for Literacy in History / Social Studies, K-5Comprehension and Collaboration

SL.1 - prepare and participate in a range of collaborations and/or conversations

Lessons: 1.3 1.4 1.5 2.1 2.3 2.6 2.7 3.3 3.4 3.5 4.1 4.3

SL.2 - integrate and evaluate diverse media/formats

Lessons: 1.2

Presentation of Knowledge and Ideas

SL.4 - present information and supporting evidence

Lessons: 1.3 1.4 1.5 2.2 2.6 2.7 3.2 4.1 4.2 4.3

SL.5 - use multimedia components

Lessons: 2.2 2.7 3.5

SL.6 - adapt speech/presentation to variety of contexts and communicative tasks

Lessons: 3.3

Note: RH/SS=Reading History/Social Studies

WH/SS=Writing History/ Social Studies

SL=Speaking and Listening

LESSON ALIGNMENT INDEX

Common Core Standards (abbreviated)

“Germany in Focus”

Reading Standards in Literacy – History / Social Studies, 6-12

Key Ideas and Details

RH/SS.1 - cite specific textual evidence to support conclusions

Lessons: 2.1 3.3 3.4 3.6 7.1 7.4

RH/SS.2 - determine and summarize central ideas and themes

Lessons: 1.2 1.3 2.1 2.2 2.4 3.5 5.1 5.2 7.1 7.4

RH/SS.3 - analyze text related individuals, events or ideas

Lessons: 1.5 4.3 5.2

Craft and Structure

RH/SS.4 - determine meaning of words/phrases

Lessons: 2.2 2.6 3.3 4.3 7.3

RH/SS.6 - assess point of view or purpose

Lessons: 2.1 3.4 4.2 5.2

Integration of Knowledge and Ideas

RH/SS.7 - integrate and evaluate content presented in diverse formats/media

Lessons: 1.3 1.5 2.3 3.2 4.4 6.3 6.4 6.5 7.2

RH/SS.8 - determine and evaluate argument specific claims validity of reasoning and evidence

Lessons: 4.4

RH/SS.9 - analyze and/or compare primary/secondary source materials

Lessons: 1.4 1.5 2.1 2.2 2.5 3.1 4.1 5.2 5.4 6.1 6.4 7.2

Range of Reading and Level of Complexity

RH/SS.10 - read and comprehend literary and informational texts

Lessons: 5.1

Writing Standards for Literacy in History / Social Studies, 6-12

Text Types and Purposes

WH/SS.1 - write persuasive texts

Lessons: 1.2 2.3 5.3 6.3 7.4

WH/SS.2 - write informative and explanatory texts

Lessons: 1.4 2.1 3.5 3.6 4.1 4.2 4.3 4.4 5.2 5.4 6.1 7.1
 7.2 7.4

WH/SS.3 - write narrative texts

Lessons: 2.6 3.3

Research to Build and Present Knowledge

WH/SS.7 - conduct research based on focus question(s)

Lessons: 1.3 1.4 2.1 3.1 3.3 3.6 4.1 4.3 4.4 5.1 5.4 6.2
6.3 6.5 7.1 7.2

WH/SS.8 - gather relevant information

Lessons: 1.1 1.2 2.2 3.5 4.4 7.1 7.2 7.3

WH/SS.9 - draw evidence from literary and informational texts

Lessons: 1.5 5.3 6.1 6.4

Speaking and Listening for Literacy in History / Social Studies, 6-12

Comprehension and Collaboration

SL.1 - prepare and participate in a range of collaborations and/or conversations

Lessons: 1.4 1.5 2.2 2.4 3.6 4.1 4.2 4.3 5.1 6.1 6.2 6.3
6.4 6.5 7.1 7.2

SL.2 - integrate and evaluate diverse media/formats

Lessons: 1.3 2.5 3.2

SL.3 - evaluate point of view, reasoning, use of evidence, or rhetoric

Lessons: 1.5 3.4 4.2 5.2 5.3 6.5

Presentation of Knowledge and Ideas

SL.4 - present information and supporting evidence

Lessons: 1.1 1.4 1.5 2.5 3.1 3.3 3.5 3.6 4.1 5.3 6.3 6.4
7.2 7.3

SL.5 - use multimedia components

Lessons: 1.1 7.1

SL.6 - adapt speech/presentation to variety of contexts and communicative tasks

Lessons: 4.1 4.3 6.5

Note: RH/SS=Reading History/Social Studies
WH/SS=Writing History/ Social Studies
SL=Speaking and Listening

COMMON CORE ALIGNMENT WORKSHEET

Let's Explore Modern Germany, K-5

Focus 1 Geography	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
1.1 Mapping Germany	1			
1.2 Traveling Through Germany	1	8	2	
1.3 Using Latitude & Longitude	1, 3	7, 8	1, 4	
1.4 Uniting Europe: The European Union	1, 9	8	1, 4	
1.5 Measuring with Metrics	1, 9		1, 4	

RH/SS – Reading Standards for Literacy in History and Social Studies
 WH/SS – Writing Standards for Literacy in History and Social Studies
 SL – Speaking and Listening for Literacy

COMMON CORE ALIGNMENT WORKSHEET

Let's Explore Modern Germany, K-5

Focus 2 Contemporary Life	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
2.1 "Let's Talk"			1	
2.2 "Let's Eat"	1, 7	2, 7, 8	4, 5	
2.3 "Let's Learn"	10	2, 7, 8	1	
2.4 "Let's Cycle"	1	2, 7, 8		
2.5 "Let's Be Green"	1, 2	3, 4, 7, 8		
2.6 "Let's Be Responsible"		2, 7, 8, 9	1, 4	
2.7 "Let's Buy"		7, 8	1, 4, 5	

RH/SS – Reading Standards for Literacy in History and Social Studies

WH/SS – Writing Standards for Literacy in History and Social Studies

SL – Speaking and Listening for Literacy

COMMON CORE ALIGNMENT WORKSHEET

Let's Explore Modern Germany, K-5

Focus 3 History	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
3.1 Turning Points	2	7		
3.2 Famous Germans	1	1, 2, 7	4	
3.3 Lessons of the Holocaust	2, 3, 4 9	2, 3, 7	1, 6	
3.4 Operation Vittles	1, 4	7	1	
3.5 Rise & Fall of the Berlin Wall	3	7	1, 5	

RH/SS – Reading Standards for Literacy in History and Social Studies

WH/SS – Writing Standards for Literacy in History and Social Studies

SL – Speaking and Listening for Literacy

COMMON CORE ALIGNMENT WORKSHEET

Let's Explore Modern Germany, K-5

Focus 4 Grimm Brothers & Other Tales	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
4.1 Well-known Tale: <i>The Pied Piper of Hamelin</i>	2, 3, 4, 10	2, 3, 7, 9	1, 4	
4.2 Lesser Known Tale: <i>Herr Korbis</i>	1	3, 7	4	
4.3 The Adventures of Baron Münchhausen	2	3, 7	1, 4	
4.4 Family Vacation along the German Fairy Tale Road		3, 7		

RH/SS – Reading Standards for Literacy in History and Social Studies

WH/SS – Writing Standards for Literacy in History and Social Studies

SL – Speaking and Listening for Literacy

COMMON CORE ALIGNMENT WORKSHEET

Germany In Focus, 6-12

Focus 1 Geography	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
1.1 Geography		8	4, 5	
1.2 FIFA World Cup Soccer	2	1, 8		
1.3 Membership European Union	2, 7	7	2	
1.4 Military & Peacekeeping	9	2, 7	1, 4	
1.5 US Presidents & Berlin Wall	3, 7, 9	9	1, 3, 4	

RH/SS – Reading Standards for Literacy in History and Social Studies

WH/SS – Writing Standards for Literacy in History and Social Studies

SL – Speaking and Listening for Literacy

COMMON CORE ALIGNMENT WORKSHEET

Germany In Focus, 6-12

Focus 2 Culture & Society	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
2.1 Demographic Diversity - Turks	1, 2, 6, 9	2, 7		
2.2 Religion	2, 4, 9	8	1	
2.3 Women	7	1	2	
2.4 Education System	2		1	
2.5 Youth	9		2, 4	
2.6 German Words	4	3		

RH/SS – Reading Standards for Literacy in History and Social Studies

WH/SS – Writing Standards for Literacy in History and Social Studies

SL – Speaking and Listening for Literacy

COMMON CORE ALIGNMENT WORKSHEET

Germany In Focus, 6-12

Focus 3 History	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
3.1 Brandenburg Gate	9	7	4	
3.2 Memorials/ Monuments	7		1	
3.3 Schwarzfahrer	1, 4	3, 7	4	
3.4 Studying Holocaust	1, 6		3	
3.5 November 9 in German History	2	2, 8	4	
3.6 Contributors to World History	1	2, 7	1, 4	

RH/SS – Reading Standards for Literacy in History and Social Studies

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COMMON CORE ALIGNMENT WORKSHEET

Germany In Focus, 6-12

Focus 4 Reunification	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
4.1 Post WWII/ Cold War Timeline	9	2, 7	1, 4, 6	
4.2 Peaceful Revolution – Leipzig 1989	6	2	1, 3	
4.3 Ostalgie – Remembering	3, 4	2, 7	1, 6	
4.4 Stasi & Espionage	7, 8	2, 7, 8		

RH/SS – Reading Standards for Literacy in History and Social Studies

WH/SS – Writing Standards for Literacy in History and Social Studies

SL – Speaking and Listening for Literacy

COMMON CORE ALIGNMENT WORKSHEET

Germany In Focus, 6-12

Focus 5 Political System	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
5.1 Post-Reunification Timeline	2, 10	7	1	
5.2 National Identity & Symbols	2, 3, 6, 9	2	3	
5.3 Bundestag & Political System		1, 9	3, 4	
5.4 US/ German Political Systems	9	2, 7		

RH/SS – Reading Standards for Literacy in History and Social Studies

WH/SS – Writing Standards for Literacy in History and Social Studies

SL – Speaking and Listening for Literacy

COMMON CORE ALIGNMENT WORKSHEET

Germany In Focus, 6-12

Focus 6 Economy	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
6.1 Market Economy	9	2, 9	1	
6.2 Social Market Economy		7	1	
6.3 German Fair Trade	7	1, 7	1, 4	
6.4 Apprenticeship Program	7, 9	9	1, 4	
6.5 Eurozone	7	7	1, 3, 6	

RH/SS – Reading Standards for Literacy in History and Social Studies

WH/SS – Writing Standards for Literacy in History and Social Studies

SL – Speaking and Listening for Literacy

COMMON CORE ALIGNMENT WORKSHEET

Germany In Focus, 6-12

Focus 7 Sustainability	Reading	Writing	Speaking/ Listening	Where does it fit? National, State, Local Curriculum
7.1 Past to Future – Dresden Elbe Valley	1, 2	2, 7, 8	1, 5	
7.2 Model of Sustainability	7, 9	2, 7, 8	1, 4	
7.3 Greening Your School	4	8	4	
7.4 Carbon Cycle	1, 2	1, 2		

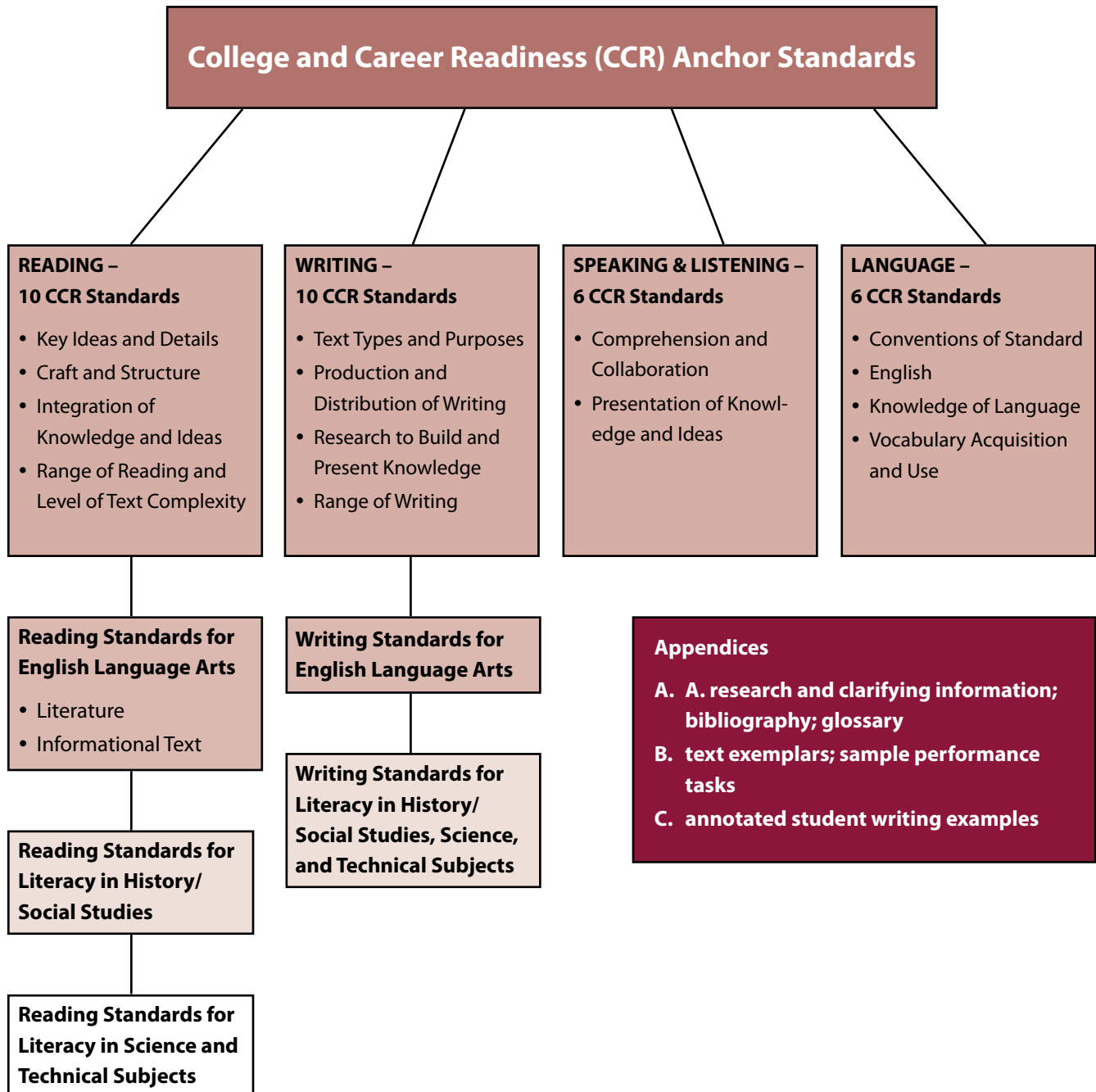
RH/SS – Reading Standards for Literacy in History and Social Studies

WH/SS – Writing Standards for Literacy in History and Social Studies

SL – Speaking and Listening for Literacy

MAINE LEARNING RESULTS GRADES 6-12

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects



EXTENDED LESSON ALIGNMENT TO NATIONAL STANDARDS FOR SOCIAL STUDIES**STANDARD #1 CULTURE**

The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods.

STANDARD #2 TIME, CONTINUITY AND CHANGE

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

STANDARD #3 PEOPLE, PLACE AND ENVIRONMENT

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.

STANDARD # 4 INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

STANDARD #5 INDIVIDUALS, GROUPS AND INSTITUTIONS

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

STANDARD # 6 POWER, AUTHORITY, AND GOVERNANCE

By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security.

STANDARD #7 PRODUCTION, DISTRIBUTION AND CONSUMPTION

People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the wellbeing of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: what is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

STANDARD #8 SCIENCE, TECHNOLOGY AND SOCIETY

Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.

STANDARD #9 GLOBAL CONNECTIONS

The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. Analyses of the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues.

STANDARD #10 CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies.

National Council for Social Studies – March 2010

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES:

THEMATIC STRANDS INDEX

“Let’s Explore Modern Germany”

The lessons of this text have been aligned by the authors to the National Curriculum Standards for Social Studies as revised in September 2010. Refer to the following website for an in-depth explanation of the thematic strands: www.socialstudies.org/standards/strands

STANDARD #1 CULTURE.

Lessons: 2.1 2.2 4.1 4.2 4.3 4.4

STANDARD #2 TIME, CONTINUITY AND CHANGE.

Lessons: 3.1 3.2 3.3 3.4 3.5

STANDARD #3 PEOPLE, PLACES AND ENVIRONMENT.

Lessons: 1.1 1.2 1.3 2.4 2.5 4.4

STANDARD #5 INDIVIDUALS, GROUPS AND INSTITUTIONS.

Lessons: 2.3

STANDARD #6 POWER, AUTHORITY, AND GOVERNANCE.

Lessons: 1.4 2.6

STANDARD #7 PRODUCTION, DISTRIBUTION, CONSUMPTION.

Lessons: 1.4 2.6

STANDARD #8 SCIENCE, TECHNOLOGY AND SOCIETY.

Lessons: 1.5 2.4 2.5

STANDARD #9 GLOBAL CONNECTIONS.

Lessons: 1.4 2.7

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES:

THEMATIC STRANDS INDEX

“Germany in Focus”

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STANDARD #1 CULTURE.

Lessons: 1.2 1.6 2.1 2.2 2.4 2.5 3.6 4.3 5.2

STANDARD #2 TIME, CONTINUITY AND CHANGE.

Lessons: 1.4 1.5 3.1 3.2 3.4 3.5 4.1 4.2 4.3
 4.4 5.1 5.2 7.1

STANDARD #3 PEOPLE, PLACES AND ENVIRONMENT.

Lessons: 1.1 1.2 7.1 7.2 7.3 7.4

STANDARD #4 INDIVIDUAL DEVELOPMENT AND IDENTITY.

Lessons: 2.5 3.3

STANDARD #5 INDIVIDUALS, GROUPS AND INSTITUTIONS.

Lessons: 2.1 2.3 2.4 2.5 3.3 6.4

STANDARD #6 POWER, AUTHORITY, AND GOVERNANCE.

Lessons: 1.3 1.4 4.2 4.4 5.1 5.4

STANDARD #7 PRODUCTION, DISTRIBUTION AND CONSUMPTION.

Lessons: 6.1 6.3 6.4 6.5 7.1 7.4

STANDARD #8 SCIENCE, TECHNOLOGY AND SOCIETY.

Lessons: 7.2 7.3 7.4

STANDARD #9 GLOBAL CONNECTIONS.

Lessons: 1.3 1.5 6.3 6.5 7.1 7.4

STANDARD #10 CIVIC IDEALS AND PRACTICES.

Lessons: 2.1 4.2

STRATEGIES FOR CONNECTING STANDARDS

The following abbreviation codes for documents may be useful when designing various segments for workshops:

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- * Available for **LEG** and **GIF**

Suggestions for Strategies NCSS Curriculum Standards:

1. "Making Content Connections" --- Connect Focus Areas, Chapters, and Lessons that correlate with **NCSS Index**.
2. "Observing Content Patterns" --- Find some patterns from the **NCSS Index** that connect with Tables of Contents --- Focus Areas and Lessons.
3. "Finding Evidence" --- Cite specific Procedures, instructional strategies, and student tasks from a selected lesson that align with **NCSS Index**.
4. "Connecting Local Classrooms" --- Select a social studies curriculum unit from a local grade level or course. "Match" it with a lesson and one Content Standard from a NCSS, state, or local document.

Suggestions for Strategies Common Core Standards for Literacy in History/Social Studies:

1. "Finding Patterns"-Explore the **CC Index** to find 'patterns of interest' and note some ways the index would assist with making curriculum decisions. Discuss and share with a partner.
2. "Lesson-Standards Connections 101"- Use the **ALACC** and connect a selected lesson's Common Core Standards by placing dots on the **ALACC**. Post aligned Common Core Standards for a specific lesson on large chart paper.
3. "Lesson-Standards Connections 102"- Modify a lesson and tasks that connects to the Common Core Standards. Participants will engage **ALACC** in an activity to make connections with the literacy standard(s) and the content learning targets.
4. "Strategies for Enhancing Curriculum"- Distribute copies of **LAW** and **ALACC** and use to engage participants in:
 - a. Providing an Overview of the Common Core Standards in Chapters and Lessons from **LEG** or **GIF**;
 - b. Connecting state standards, local curriculum with Common Core Standards;
 - c. Matching specific Lessons and Common Core Standards with existing units to enhance curriculum programs.