

## Appendix 1: Teaching Standards

### Implementing Common Core and North Carolina Standards

Common Core Standards for English Language Arts Standards, History/Social Studies, Grade 9-10

Available at

<http://www.corestandards.org/ELA-Literacy/RH/9-10>

CCSS ELA-Literacy. RH.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.* This is the basis for several of the activities and strategies which analyze early art images or other primary and secondary source documents where students determine the “state “of disability in that particular time period and culture.

CCSS ELA –Literacy. RH. 9-10.2 *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.* The process of “contextualization,” (used in many activities within this unit), specifically asks students to look at sources and provide a summary of what is happening and how the key idea of disability develops or changes.

CCSS ELA- Literacy. RH 9-10.4 *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.* Students use both the “SPRITE” acronym and “contextualization” within this unit, for analyzing cultures across time and place. These strategies become a way in which this unit specifically challenges students to determine meanings of words and phrases “as they are used in the text” and also specifically obtaining evidence regarding “political, social or economic aspects “ of each culture examined.

CCSS-ELA-Literacy. RH.9-10.6 *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.* This standard is used heavily in the activity comparing the state of disability previous to the Industrial Revolution and the how it changes significantly after the Industrial Revolution. Students will look at sources from several authors or artists pre-Industrial Revolution and post-Industrial Revolution, noting the differences of how each era dealt with people with disability.

CCSS-ELA-Literacy. RH. 9-10.9 *Compare and contrast treatments of the same topic in several secondary sources.* This standard is actually the basis for my entire unit. Students will “compare and contrast” treatments for the topic “disability” throughout many time periods using a variety of secondary sources.

CCSS-ELA-Literacy. R.H. 9-10.7 *Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative data in print or digital text.* A key piece to the first activity in this unit is making students aware how common-place disability is in this world and they will analyze statistical data supporting that claim. This understanding will further their understanding of how disability has always had a significant claim to ordinary life in any society. Students will be able to “integrate” their analysis of the multiple “qualitative” or anecdotal primary and secondary “stories” of disability into the already established “quantitative” analysis.

### **North Carolina Essential Standards: World History, 2012**

Available at <http://www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/world.pdf>

NC WH.H. 1.2 *Use historical comprehension to 1) reconstruct the literal meaning of a historical passage and 2) differentiate between historical facts and historical interpretations.*

NC WH.H 1.3 *Use historical analysis and interpretation to 1) identify issues and problems in the past 2) consider multiple perspectives of various peoples in the past and 5) evaluate the influence of the past on contemporary issues*

NC WH.H 2.4 *Analyze the rise and spread of various empires in terms of influence, achievements, and lasting impact (e.g. Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, states of Africa, etc)*

NC WH.H 2.8 *Compare the conditions, racial composition and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.*

NC WH.H 3.1 *Explain how religion influenced political and cultural unity in various regions of the Europe and, Asia and Africa.*

NC WH.H 4.3 *Explain how agriculture and technological improvements transformed daily life socially and economically*

NC WH. H 6.1 *Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions*

NC WH. H. 6.4 *Analyze the effects of industrialism and urbanization on social and economic reform (e.g. Industrial Revolution, urbanization, growth of middle class, increase in productivity and wealth, changes in economic status, new types of labor organizations, etc)*

NC WH. H. 7.1 *Evaluate key turning points of the modern era in terms of their lasting impact.*

NC WH.H 8.4 *Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living*

NC. WH 8.6 *Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States.*