Since 1988, Choices curriculum units have helped students develop the competencies now required in the Common Core Standards. Our materials have always stressed critical thinking, multiple perspectives, and textual analysis. Choices materials are also an excellent way for social studies teachers to work with ELA educators on Speaking and Listening Standards and Writing Standards. Below we document how Common Core matches our role-play activity. We also provide Common Core Standards for a representative current issues unit and a historical turning point unit as a model.

The Choices Role Play and Common Core

At the heart of every Choices unit is a role play. In a current issues unit, students analyze multiple perspectives on a current international issue. In a Choices historical turning point unit, students consider various policy options that were under consideration at a moment in time. Students work individually and in small groups to make a persuasive presentation advocating for one assigned policy option.

Role Play Organization and Preparation

As students work to prepare a presentation on their assigned option, they meet the following standards:

**RH.11-12.1.**
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2.**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3.**
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.5.**
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
Role-Play Activity

During a role play, small groups of students make an argument for why their assigned option is the best one to pursue. Each group presentation lasts from 3-10 minutes, and often includes a visual representation of the option. Once all groups have presented their option, the class enters into a deliberative dialogue on the merits and drawbacks of each option. This dialogue sets the stage for the final part of the role play in which students articulate their own views. During the role play and the discussion, students meet the following Common Core Standards:

**RH.11-12.1.**
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2.**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3.**
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH 11-12.7.**
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**SL.11-12.1.**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**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.

**W.11-12.1.**
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.8.**
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 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.

**SL.11-12.5.**
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.
Articulating One’s Own Views

Once all discussion and deliberation on the role play have ended, students typically complete a written and/or oral analysis of the activity. In a current issues unit, students go beyond the options to develop their own policy recommendation, based on their personal beliefs. In an historical turning point unit, students articulate their views on the significance today of decisions made in the past. When students debrief the role play and develop their own views on the issue, they address the following Common Core Standards:

**RH.11-12.1.**
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH 11-12.7.**
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**W.11-12.1.**
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.4.**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.6.**
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.

**SL.11-12.3.**
Evaluate a speaker’s 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.

**SL.11-12.4.**
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.

**SL.11-12.5.**
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.

**SL.11-12.6.**
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
The United States in Afghanistan
In addition to the options role play, the following lessons are included in the *United States in Afghanistan*:

**The Geography of Afghanistan**
*The Geography of Afghanistan* asks, “How does the physical geography of Afghanistan affect its history?” This lesson meets:

**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.

**RH.11-12.7.**
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Life Under the Taliban

*Life Under the Taliban* challenges students to read, compare, and analyze different views of life under the Taliban. This lesson addresses:

- **RH.11-12.6.** Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- **RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Looking at Afghanistan

*Looking at Afghanistan* asks students to analyze photographs and formulate ideas about Afghan life and society. This exercise in media literacy addresses the following standards:

- **RH.11-12.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

The Cold War and Soviet Invasion

*The Cold War and Soviet Invasion* has students analyze an exchange of letters between U.S. President Carter and Soviet Premier Brezhnev. This lesson helps students meet the following:

- **RH.11-12.1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **RH.11-12.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RH.11-12.3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- **RH.11-12.6.** Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
Role-Playing the Four Options

The options role play -- described in “The Choices Role Play and Common Core” -- takes place here. In this interactive lesson, students consider multiple viewpoints on the U.S. role in Afghanistan.

The Cost of War

*The Cost of War* analyzes the costs and benefits of the war in Afghanistan: economic, political, and social. Students also formulate their own views on the U.S. role in the world. This lesson addresses:

**RH.11-12.3.**
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4.**
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

**RH.11-12.6.**
Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7.**
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RI.11-12.5.**
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**W.11-12.1.**
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.4.**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**SL.11-12.4.**
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.

Voices from Afghanistan

*Voices from Afghanistan* challenges students to read, compare, and analyze different views of life in Afghanistan. This lesson addresses:

**RH.11-12.6.**
Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**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.
Historical Turning Point Units and Common Core

In all Choices curriculum units, students typically complete 3-5 lessons in addition to the options role play. Lessons found in *Iran Through the Looking Glass: History, Reform and Revolution* provide an excellent example of our match with Common Core Standards. Note that each lesson in this unit has accompanying Scholars Online videos that enhance the lessons. This unit is provided as a representative sample. Other units may address different standards.

Iran Through the Looking Glass: History, Reform and Revolution

In addition to the options role play, the following lessons are included in the *Iran Through the Looking Glass: History, Reform and Revolution*:

**Iran’s Constitutional Revolution: 1906-1911**

In this lesson students examine primary source documents surrounding the constitutional revolution. Students are charged with writing newspaper accounts of the revolution showing multiple viewpoints on the events. This meets:

**RH.11-12.7.** 
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8.** 
Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9.** 
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**W.11-12.1.** 
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.2.** 
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.3.** 
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Iranian Oil Nationalization

In Iranian Oil Nationalization, students explore points of view of the parties involved in the oil nationalization movement - the National Front, the Shah, Great Britain, and the U.S. - and make an oral presentation expressing the interests of their assigned party. Students must be able to analyze competing claims.

**SL.11-12.1.**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**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.

**SL.11-12.3.**
Evaluate a speaker’s 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.

**SL.11-12.4.**
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.

**RH.11-12.1.**
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2.**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3.**
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4.**
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

**RH.11-12.5.**
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6.**
Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**RH.11-12.7.**
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8.**
Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9.**
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Role-Playing the Three Options

The options role play -- described in “The Choices Role Play and Common Core” -- takes place here. In this interactive lesson, students explore multiple Iranian viewpoints on the future of Iran on the eve of the 1979 departure of the Shah, takes place here.

Charting Iran’s Political Climate

*Charting Iran’s Political Climate* has students choose the one event they believe has had the most profound effect on the political climate in Iran in the 20th century and explain how it has created change in Iran. This helps students:

**RH.11-12.1.**
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.7.**
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RI.11-12.3.**
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**W.11-12.1.**
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.2.**
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.4.**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Human Rights in Iran

Human Rights in Iran asks students to compare human rights in Iran under the Shah with human rights in Iran today. The following standards are addressed in this lesson:

**RH.11-12.6.**
Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**RH.11-12.7.**
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8.**
Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**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.

Online Lessons

There are four online lessons that accompany the unit: Reporting the Revolution, Looking at Iran, The United States and the Iranian Nuclear Program, and Women in Iran. These lessons ask students to complete diverse activities, such as writing articles on the 1979 revolution, analyzing photos to formulate hypotheses about contemporary Iran, and debating current policy toward Iran. Students can also explore a timeline of Iranian history using multimedia sources. Some of these lessons include Scholars Online videos. These lessons address the following Common Core Standards:

**RH.11-12.1.**
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2.**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3.**
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.5.**
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8.**
Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9.**
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RI.11-12.3.**
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**W.11-12.2.**
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
**W.11-12.4.**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5.**
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.**
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.

**SL.11-12.1.**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**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.

**SL.11-12.3.**
Evaluate a speaker’s 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.

**SL.11-12.4.**
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.

**SL.11-12.5.**
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.
### Choices units address Common Core Standards

#### Current Issues Titles

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#### World History Titles

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Choices units also meets several of the Speaking and Listening and Writing Standards.