

No Turning Back Standards Alignment

By integrating *Mission US: “No Turning Back”* and the accompanying rich collection of activities and documents from this guide into their classrooms, teachers can address the following standards and student outcomes:

From the Common Core Standards in English Language Arts: Grades 6-12 Literacy in History/Social Studies, available online at

<https://www.thecorestandards.org/ELA-Literacy/RH/6-8/>:

Common Core Standards, now adopted in over 40 states, are designed to help educators prepare students for success in college and careers by focusing on core knowledge and skills. The English Language Arts standards reflect the need for young people “to read, write, speak, listen, and use language effectively in a variety of content areas,” including history/social studies.

MISSION US: “No Turning Back” and the accompanying curriculum provide students with multiple opportunities to develop literacy skills through (1) reading and listening to game dialogue, (2) learning “smartword” vocabulary terms in the game and utilizing them in classroom activities, (3) comprehension and analysis of primary documents, and (4) written performance tasks in the classroom activities and Scene Study in-game tool.

MISSION US: “No Turning Back” is most closely aligned with the following Common Core Standards:

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events.

From the National Council on Social Studies C3 Framework, available online at:

<http://www.socialstudies.org/c3>

The College, Career, and Civic Life (C3) Framework is designed to strengthen social studies education by enhancing the rigor of the social studies disciplines (including History) and building students’ critical thinking, problem solving, and participatory skills to become engaged citizens.

MISSION US: “No Turning Back” most closely aligns with the following standards:

Change, Continuity, and Context: (D2. His.1.6-8) Analyze connections among events and developments in broader historical contexts. (D2.His.2.6-8) Classify series of historical events and developments as examples of change and/or continuity. (D2.His.3.6-8) Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

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Perspectives: (D2.His.4.6-8) Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

Causation and Argumentation: (D2.His.14.6-8) Explain multiple causes and effects of events and developments in the past. (D2.His.15.6-8) Evaluate the relative influence of various causes of events and developments in the past.

From the National Standards for History Basic Education, available online at <http://www.nchs.ucla.edu/history-standards>

The National Standards for History feature Historical Thinking Standards (skills) and U.S. History Standards (content).

MISSION US: “No Turning Back” aligns most closely with the following Historical Thinking Standards:

1. Assessment of continuity and change
2. Chronological Thinking
3. Historical Comprehension
4. Historical Analysis and Interpretation

“No Turning Back” also addresses the following content area:

ERA 9: POSTWAR UNITED STATES (1945 TO EARLY 1970S)

Standard 4: The struggle for racial and gender equality and for the extension of civil liberties.

- 7-12 Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. [[Analyze multiple causation](#)]
- 5-12 Evaluate the Warren Court’s reasoning in *Brown v. Board of Education* and its significance in advancing civil rights. [[Analyze cause-and-effect relationships](#)]
- 5-12 Explain the resistance to civil rights in the South between 1954 and 1965. [[Identify issues and problems in the past](#)]
- 5-12 Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. [[Explain historical continuity and change](#)]

(See the Learning Goals for additional historical understandings).

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From the Partnership for 21st Century Skills, available online at

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

This framework advocates for teachers and learners to master the knowledge, skills, and expertise needed to live and work in the 21st century. P21 brings together resources and tools for educators to integrate the “four Cs” (critical thinking and problem solving, communication, collaboration, creativity and innovation) into their core curriculum. P21 is also focused on the crucial role of support systems (professional development, learning environments, curriculum) in assisting educators in developing an approach to 21st century learning.

MISSION US is an interactive and immersive game experience that promotes critical thinking and problem solving. “*No Turning Back*” asks students to construct their own understanding of the impact of Jim Crow on African Americans living in the South, the ways the community worked to maintain their dignity and livelihood, and the legal and civil rights struggles that ensued. By playing the game and constructing a historical narrative, students also engage in critical thinking that requires them to reason effectively, use systems thinking, make judgments and decisions, and reflect on their learning experiences.

MISSION US: “No Turning Back” is most closely aligned with the following Twenty-First Century Student Outcomes:

Critical Thinking and Problem Solving

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

Communicate Clearly

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- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information and Communications Technology (ICT) Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies