

Spirit of a Nation Standards Alignment

By integrating *Mission US: “Spirit of a Nation”* 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 for Literacy in History/Social Studies, available online at:

https://corestandards.org/wp-content/uploads/2023/09/ELA_Standards1.pdf

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: “Spirit of a Nation” 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.

MISSION US: “Spirit of a Nation” is most closely aligned with the following Common Core Standards:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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.6-8.1. Write arguments focused on discipline-specific content.

From the National Council on Social Studies C3 Framework, available online at: <http://www.socialstudies.org/c3>

Spirit of a Nation Standards Alignment

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: "Spirit of a Nation" most closely align with the following standards:

History: 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.

History: Perspectives: (D2.His.4.6-8) Analyze multiple factors that influenced the perspectives of people during different historical eras.

History: Historical Sources and Evidence: D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

History: Causation and Argumentation: (D2.His.16.6-8) Organize applicable evidence into a coherent argument about the past.

Geography: Geographic Representations: (D2.Geo.3.6-8) Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

Geography: Human-Environment Interaction: (D2.Geo.6.6-8) Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

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: "Spirit of a Nation" aligns most closely with the following Historical Thinking Standards:

1. **Chronological Thinking**
2. **Historical Comprehension**
3. **Historical Analysis and Interpretation**

"Spirit of a Nation" also addresses the following content areas:

ERA 1: THREE WORLDS MEET (BEGINNINGS TO 1620)

Spirit of a Nation Standards Alignment

Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.

Standard 1D: The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

5-12	Compare political systems, including concepts of political authority, civic values, and the organization and practice of government.
5-12	Compare social organizations, including population levels, urbanization, family structure, and modes of communication.
5-12	Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources.
5-12	Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature.
5-12	Compare political systems, including concepts of political authority, civic values, and the organization and practice of government.

STANDARD 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

Standard 2B: The student understands the Spanish and Portuguese conquest of the Americas.

7-12	Describe the social composition of the early settlers and compare their various motives for exploration and colonization.
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(See the Learning Goals for additional historical understandings).

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

<https://files.eric.ed.gov/fulltext/ED519462.pdf>

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

Spirit of a Nation Standards Alignment

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. “*Spirit of a Nation*” asks students to construct their own understanding of the experiences of Indigenous people who lived in the present-day Southeastern United States in the 16th and 17th centuries and the variety of choices they faced in response to the arrival of the Spanish and the spread of European culture, religion, and commerce in their territory. 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: “*Spirit of a Nation*” 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

- 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)

Spirit of a Nation Standards Alignment

Collaborate with Others

- 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