

# HS World History - Instructional Standards

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## **New Jersey Student Learning Standards- Social Studies**

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SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

## **Unit #1: Age of Change – Renaissance, Reformation, Scientific Revolution**

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SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
SOC.6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
SOC.6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
SOC.6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
SOC.6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **Unit #2: Global Encounters**

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SOC.6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
SOC.6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.EconGE.1.a	Compare and contrast the economic policies of China and Japan, and determine the

impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

SOC.b6.2.12.EconGE.1.a	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
SOC.b6.2.12.EconGE.1.b	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.6.2.12.EconGE.1.c	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
SOC.6.2.12.HistoryCC.1.a	Determine the extent to which various technologies (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
SOC.6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
SOC.6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
SOC.6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

### **Unit #3: Absolute Rulers and Enlightenment**

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SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
SOC.6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
SOC.6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
SOC.6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
SOC.6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## Unit #4: Liberty and Equality

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SOC.6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
SOC.6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.HistoryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
SOC.6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
SOC.6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
SOC.6.2.12.EconGE.3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
SOC.6.2.12.EconGE.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
SOC.6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
SOC.6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
SOC.6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

## Unit #5: - Industrialization and Imperialism – the New Global Age

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SOC.6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
SOC.6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and

	workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.HistoryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
SOC.6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
SOC.6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
SOC.6.2.12.EconGE.3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
SOC.6.2.12.EconGE.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
SOC.6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
SOC.6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
SOC.6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

## **Unit #6: Nationalism and World War I**

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SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
SOC.6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
SOC.6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.6.2.12.GeoSV.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
SOC.6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

SOC.6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
SOC.6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
SOC.6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
SOC.6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

## **Unit #7: - Totalitarianism and World War II**

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SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
SOC.6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
SOC.6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.6.2.12.GeoSV.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

SOC.6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
SOC.6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
SOC.6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
SOC.6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

## Unit #8: The World Post World War II

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SOC.6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.
SOC.6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
SOC.6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

SOC.6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
SOC.6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
SOC.6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
SOC.6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
SOC.6.2.12.HistoryCC.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.6.2.12.HistoryCC.5.c	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.HistoryCC.5.d	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
SOC.6.2.12.HistoryCC.5.e	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
SOC.6.2.12.HistoryCC.5.f	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
SOC.6.2.12.HistoryCC.5.g	Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
SOC.6.2.12.HistoryCC.5.h	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
SOC.6.2.12.HistoryCC.5.a	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

## Unit # 9: Contemporary Issues

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SOC.6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
SOC.6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
SOC.6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
SOC.6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
SOC.6.2.12.EconGE.6.b	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

SOC.6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to global economy.
SOC.6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.

## **Unit # 10: Active Citizenship**

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## **College, Career & Civic Life: C3 Framework for Social Studies**

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### **Dimension 1: Developing Questions & Planning Inquiries**

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SOC.9-12.D1.1.9-12	Explain how a question reflects an enduring issue in the field.
SOC.9-12.D1.2.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
SOC.9-12.D1.3.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
SOC.9-12.D1.4.9-12	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
SOC.9-12.D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

### **Dimension 2: Applying Disciplinary Concepts & Tools**

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## **Civics**

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SOC.9-12.D2.Civ.1.9-12	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
SOC.9-12.D2.Civ.2.9-12	Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
SOC.9-12.D2.Civ.3.9-12	Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
SOC.9-12.D2.Civ.4.9-12	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
SOC.9-12.D2.Civ.5.9-12	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
SOC.9-12.D2.Civ.6.9-12	Critique relationships among governments, civil societies, and economic markets.



SOC.9-12.D2.Civ.7.9-12	Apply civic virtues and democratic principles when working with others.
SOC.9-12.D2.Civ.8.9-12	Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
SOC.9-12.D2.Civ.9.9-12	Use appropriate deliberative processes in multiple settings.
SOC.9-12.D2.Civ.10.9-12	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
SOC.9-12.D2.Civ.11.9-12	Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
SOC.9-12.D2.Civ.12.9-12	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
SOC.9-12.D2.Civ.13.9-12	Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
SOC.9-12.D2.Civ.14.9-12	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

## Economics

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SOC.9-12.D2.Eco.1.9-12	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
SOC.9-12.D2.Eco.2.9-12	Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
SOC.9-12.D2.Eco.3.9-12	Analyze the ways in which incentives influence what is produced and distributed in a market system.
SOC.9-12.D2.Eco.4.9-12	Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
SOC.9-12.D2.Eco.5.9-12	Describe the consequences of competition in specific markets.
SOC.9-12.D2.Eco.6.9-12	Generate possible explanations for a government role in markets when market inefficiencies exist.
SOC.9-12.D2.Eco.7.9-12	Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
SOC.9-12.D2.Eco.8.9-12	Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
SOC.9-12.D2.Eco.9.9-12	Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
SOC.9-12.D2.Eco.10.9-12	Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
SOC.9-12.D2.Eco.11.9-12	Use economic indicators to analyze the current and future state of the economy.
SOC.9-12.D2.Eco.12.9-12	Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
SOC.9-12.D2.Eco.13.9-12	Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
SOC.9-12.D2.Eco.14.9-12	Analyze the role of comparative advantage in international trade of goods and services.
SOC.9-12.D2.Eco.15.9-12	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

## Geography

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SOC.9-12.D2.Geo.1.9-12	Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
SOC.9-12.D2.Geo.2.9-12	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
SOC.9-12.D2.Geo.3.9-12	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
SOC.9-12.D2.Geo.4.9-12	Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
SOC.9-12.D2.Geo.5.9-12	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
SOC.9-12.D2.Geo.6.9-12	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
SOC.9-12.D2.Geo.7.9-12	Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SOC.9-12.D2.Geo.8.9-12	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
SOC.9-12.D2.Geo.9.9-12	Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
SOC.9-12.D2.Geo.10.9-12	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
SOC.9-12.D2.Geo.11.9-12	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
SOC.9-12.D2.Geo.12.9-12	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

## History

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SOC.9-12.D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
SOC.9-12.D2.His.2.9-12	Analyze change and continuity in historical eras.
SOC.9-12.D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
SOC.9-12.D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
SOC.9-12.D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people's perspectives.
SOC.9-12.D2.His.6.9-12	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
SOC.9-12.D2.His.7.9-12	Explain how the perspectives of people in the present shape interpretations of the past.
SOC.9-12.D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
SOC.9-12.D2.His.9.9-12	Analyze the relationship between historical sources and the secondary interpretations

made from them.

SOC.9-12.D2.His.10.9-12	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
SOC.9-12.D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
SOC.9-12.D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
SOC.9-12.D2.His.13.9-12	Critique the appropriateness of the historical sources used in a secondary interpretation.
SOC.9-12.D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
SOC.9-12.D2.His.15.9-12	Distinguish between long-term causes and triggering events in developing a historical argument.
SOC.9-12.D2.His.16.9-12	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
SOC.9-12.D2.His.17.9-12	Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

### **Dimension 3: Evaluating Sources & Using Evidence**

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SOC.9-12.D3.1.9-12	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
SOC.9-12.D3.2.9-12	Evaluate the credibility of a source by examining how experts value the source.
SOC.9-12.D3.3.9-12	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
SOC.9-12.D3.4.9-12	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

### **Dimension 4: Communicating Conclusions & Taking Informed Action**

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SOC.9-12.D4.1.9-12	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
SOC.9-12.D4.2.9-12	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
SOC.9-12.D4.3.9-12	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.9-12.D4.4.9-12	Critique the use of claims and evidence in arguments for credibility.
SOC.9-12.D4.5.9-12	Critique the use of the reasoning, sequencing, and supporting details of explanations.
SOC.9-12.D4.6.9-12	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

SOC.9-12.D4.7.9-12	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
SOC.9-12.D4.8.9-12	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

## **New Jersey Student Learning Standards: Reading**

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LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

## **New Jersey Student Learning Standards: Writing**

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LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	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.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## **New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills**

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### **Career Readiness, Life Literacies, and Key Skills Practices**

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## 9.2 Career Awareness

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WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
WRK.9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
WRK.9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
WRK.9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
WRK.9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
WRK.9.2.12.CAP.20	Analyze a Federal and State Income Tax Return.
WRK.9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
WRK.9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
WRK.9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.

## 9.4 Career Readiness, Life Literacies, and Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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## **New Jersey Student Learning Standards- Computer Science & Design Thinking**

CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
CS.9-12.8.2.12.NT.2	Redesign an existing product to improve form or function.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan



of investigation, and propose an innovative sustainable solution.

CS.9-12.8.2.12.ETW.4

Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

CS.9-12.8.2.12.ITH.1

Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

CS.9-12.8.2.12.ITH.2

Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.