00 Additional Standards

Content Area: **Social Studies**
Course(s): **English, AP Capstone Seminar, Social Studies**
Time Period: **Semester 1 & 2**
Length: **Year**
Status: **Published**

Interdisciplinary Connections Across Content and Grade

S.ID.A	Summarize, represent, and interpret data on a single count or measurement variable
	The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
	Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
7.1.IM.IPERS 6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
1.5.12prof.Pr6	Conveying meaning through art.
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
2.1.12.CHSS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
	Innovation and the improvement of existing technology involves creative thinking.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
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.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

	Cause and Effect
	Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.
ESS3.D	Global Climate Change
HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
ETS1.A	Delimiting Engineering Problems
HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Career Readiness, Life Literacies, Key Skills

Career Exploration Occurs in all Core and Elective Classes. In relevant units for each course, there is a separate discussion on Career Exploration, which is separate from 21st Century Skills.

	With a growth mindset, failure is an important part of success.
	There are actions an individual can take to help make this world a better place.
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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.
9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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).
	Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.

	In order for members of our society to participate productively, information needs to be shared accurately and ethically.
	Accurate information may help in making valuable and ethical choices.
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

Computer Science and Design Thinking Practices

1.b	Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability.
4.d	Model phenomena and processes and simulate systems to understand and evaluate potential outcomes.
8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
7.a	Select, organize, and interpret large data sets from multiple sources to support a claim.
7.b	Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose.
8.2.12.ED.1	Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
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.
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.
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.
8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
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.
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.
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.
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.

Reading and Writing

L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly

	support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
W.AW.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 claim(s), counterclaims, reasons, and evidence.
W.AW.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 manner that anticipates the audience's knowledge level and concerns.
W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.