# 00 Additional Standards

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 1 & 2**
Length: **Year**
Status: **Published**

## Interdisciplinary Connections Across Content and Grade

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| S.ID.A | Summarize, represent, and interpret data on a single count or measurement variable |
| S.ID.A.1 | Represent data with plots on the real number line (dot plots, histograms, and box plots). |
| | 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. |
| S.CP.A.5 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. |
| 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. |
| S.MD.A.4 | Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. |
| 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. |
| 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. |
| 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, |

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| | 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 |
| | Asking questions and defining problems in 9–12 builds on K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations. |
| 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.

World History:

Work in International and Globalization Fields

Tour guide, Professor of Foreign Affairs, Translator, Documentary Film Maker, GIS/GPS, Anthropologist, Archeologist, Sociologist, Geographer, Researcher, more

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| 9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| 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.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| 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). |
| 9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| 9.4.12.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). |
| 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. |
| 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. |
| 9.4.12.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). |
| 9.2.12.CAP.17 | Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. |

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| 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). |
| | Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change. |
| 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). |
| 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. |
| 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). |
| 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

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| 1.b | Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability. |
| 2.d | Evaluate and select technological tools that can be used to collaborate on a project. |
| 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.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. |
| | Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design. |
| 8.2.12.NT.1 | Explain how different groups can contribute to the overall design of a product. |
| 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

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| L.SS.9–10.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| 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.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.CI.9–10.2 | Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| RL.IT.9–10.3 | Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. |
| RI.AA.9–10.7 | Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| RL.CT.9–10.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. |
| W.IW.9–10.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.IW.9–10.2.A | Introduce a topic; organize complex 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 aid in comprehension. |
| W.IW.9–10.2.C | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| W.IW.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. |
| W.IW.9–10.2.F | Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| W.WR.9–10.5 | 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. |
| W.SE.9–10.6 | 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 (MLA or APA Style Manuals). |
| SL.ES.9–10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| SL.PI.9–10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |

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| SL.UM.9–10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. |