

Unit 5 Government Policies and U.S. Culture

Content Area: **Social Studies**
Course(s): **American Government: Law Making, Democracy, and Civic Engagement**
Time Period: **MayJun**
Length: **36 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

**American Government: Law Making, Democracy, and Civic Engagement
(BHS Law Academy)**

Unit 5-Government Policies and U.S. Culture

Grade 11

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: Gerard V. Ross

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

In this unit, students will discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration. Students will identify a political policy or decision in the United States that was a result of changes in American culture as well as an example of a government policy that has affected a particular racial, ethnic, or religious group, and present/discuss their examples in small groups and/or other classroom activities. Students will examine and identify the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. Students will also research and identify the sources of revenue and expenditures of the U.S. government and analyze their impacts on the U.S. economy, compare and contrast the role of government in the U.S. free enterprise system and other economic systems, and explain the effects of international trade on U.S. economic and political policies. Students will present and discuss their findings with descriptive charts, diagrams, posters, presentations, and/or other classroom activities. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history and comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

Enduring Understanding

Students will recognize changes in American culture brought about by government policies and identify the potential impact of government policies on American culture. Students will identify changes in American culture that were a result of changes in a political policy or decision and the impact on particular racial, ethnic, or religious groups. Students will connect the importance of voting and electing officials who support positive changes in American culture. Students will comprehend the roles played by individuals elected or appointed to local, state, and national offices and their impact on American culture and in public and private sectors of the U.S. free enterprise system. Students will identify the sources of revenue and expenditures of the local, state, and national government and analyze their impacts on the U.S. economy. Students will realize the role of government in the U.S. free enterprise system and other economic systems, and know the effects of international trade on U.S. economic and political policies. All people have the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Appreciation for the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with

disabilities have contributed to the American economy, politics and society. Recognize the responsibilities of the United States and other nations to respond to the violation of human rights that occurred during the Holocaust and other genocides. Recognize the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Evaluate the government response to climate change and the effects of global warming on environment.

Essential Questions

- What changes have there been in American culture brought about by government policies?
- What government policies have had the greatest impact on racial, ethnic, and religious groups?
- What is the role of local, state, and national governments in public and private sectors of the U.S. free enterprise system?
- What is the role of individuals elected or appointed to local, state, and national offices and their impact on American culture?
- What are sources of revenue and expenditures of the local, state, and national government and what is their impact on the U.S. economy?
- How does the U.S. government influence the U.S. free enterprise system and other economic systems? What are the effects of international trade on U.S. economic and political policies?
- What is the personal and legal responsibility that each citizen bears to fight racism?
- How have women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities contributed to the American economy, politics and society?
- How have the United States and other nations responded to the violation of human rights that occurred during the Holocaust and other genocides?
- What are the origins of the antislavery movement and what has been the impact of particular events, such as the Amistad decision, on the movement?
- What is and has been the government's response to climate change and the effects of global warming on environment?

Exit Skills

By the end of Unit 5 students will demonstrate the ability to;

- Identify a political policy or decision in the United States that was a result of changes in American culture;
- Discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration;
- Present an example of a government policy that has affected a particular racial, ethnic, or religious group; Explain the influence of individuals and/or groups that have affected change in society.
- Identify the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system.
- Recognize that government policies influence the economy at the local, state, and national levels;
- Identify and explain the sources of revenue of the U.S. government and analyze their impact on the U.S. economy;
- Identify and explain the sources of expenditures of the local, state, and national government and analyze their impact on the U.S. economy;
- Compare and contrast the role of government in the U.S. free enterprise system and other economic systems;
- Explain the effects of international trade on U.S. economic and political policies.
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- Evaluate the government response to climate change and the effects of global warming on environment.

New Jersey Student Learning Standards (NJSL-S)

	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
SOC.6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
SOC.6.1.14	Contemporary United States: Domestic Policies (1970–Today)
SOC.6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
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.
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.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).

Learning Objectives

- Identify a political policy or decision in the United States that was a result of changes in American culture;
- Discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration;
- Present an example of a government policy that has affected a particular racial, ethnic, or religious group; Explain the influence of individuals and/or groups that have affected change in society.
- Identify the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system.
- Recognize that government policies influence the economy at the local, state, and national levels;
- Identify and explain the sources of revenue of the U.S. government and analyze their impact on the U.S. economy;
- Identify and explain the sources of expenditures of the local, state, and national government and analyze their impact on the U.S. economy;
- Compare and contrast the role of government in the U.S. free enterprise system and other economic systems;
- Explain the effects of international trade on U.S. economic and political policies.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Use of the e-learning platform using web based services for classroom management and lesson delivery
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Create graphic organizer depicting structure of Federal Court system and the Court System of the State of New Jersey
- Create graphic organizer depicting the four levels of government in New Jersey
- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
 - The effects of global warming on the environment

- The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
 - The Holocaust and genocides and the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
 - The contributions of African-Americans to our country
- Reading and outlining text and other e-material and resources
 - Using outline templates and PowerPoint presentations to reinforce student learning
 - Teacher oriented class discussion
 - Reaction Papers addressing relevant topics and current event issues
 - Answering Discussion Questions and Unit/Lesson assessment questions
 - Analyzing municipal, county, state, and school district budgets focusing on revenue and expenditures

Assessment Evidence - Checking for Understanding (CFU)

Web-Based Assessments

Multimedia Reports

Written Reports

Think, Pair, Share

Exit Tickets

Evaluation rubrics

Self- assessments

KWL Chart

Teacher Observation Checklist

Explaining, Describe, Define

Evaluate

Compare & Contrast

Outline

Newspaper Headline

Socratic Seminar

Study Guide

Reaction Paper

- Admit Tickets
- Anticipation Guide

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- E-Textbook: American Government: Law Making, Democracy, and Civic Engagement
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues

- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoology, Edmentum)

Ancillary Resources

- BHS Courtroom and video system (Room 240)
- BHS Law Library (Room 240)
- Access to municipal, county, state, and school district budgets

Technology Infusion

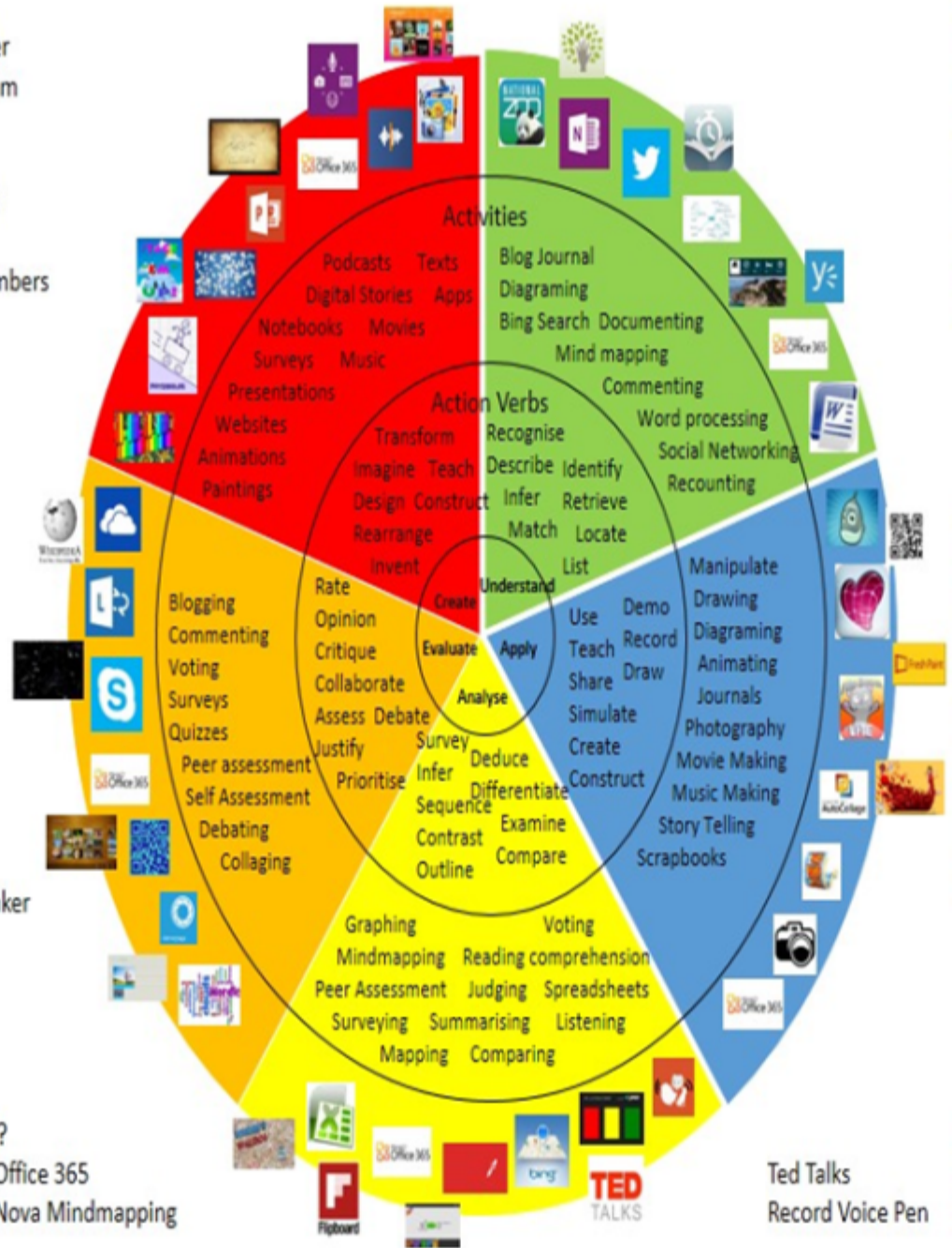
- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in lesson delivery (i.e. Smart T.V.)
- Chromebooks for student use
- Video/Audio equipment for recording and reviewing courtroom presentations
- Quia Web-based testing
- ClassLink
- Edmentum

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel
 Flipboard
 Office 365
 Nova Mindmapping



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is

essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
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.
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.12profCR3.a).

21st Century Skills/Interdisciplinary Themes

- Critical Thinking and Problem Solving
 - Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - Life and Career Skills
-
- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving
 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy
 - Life and Career Skills

- Media Literacy

21st Century Skills

- Global Awareness
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Civic Literacy
 - Environmental Literacy
-
- Civic Literacy
 - Environmental Literacy
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Global Awareness
 - Health Literacy

Differentiation

Differentiations:

Small group instruction

Extra time to complete assignments

Pairing oral instruction with visuals

Study guides

Hi-Prep Differentiations:

Alternative formative and summative assessments

Guided Reading

Independent research and projects

Project-based learning

Lo-Prep Differentiations

Jigsaw

Open-ended activities

Think-Pair-Share

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals

- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students

- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Modified assignments
- Additional time for assignments and assessments
- Provide modifications as dictated in the student's IEP/504 plan
- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions

- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Providing assignments/assessments in native language
 - Decreasing the amount of work presented or required
 - Tutoring by peers
 - Providing study guides
-
- teaching key aspects of a topic. Eliminate nonessential information
 - using videos, illustrations, pictures, and drawings to explain or clarify
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
 - allowing students to correct errors (looking for understanding)
 - allowing the use of note cards or open-book during testing
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using computer word processing spell check and grammar check features
 - using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Guided outlining and open outline assessments
 - Tutoring by peers
 - Using videos, illustrations, pictures, and drawings to explain or clarify
-
- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Providing additional project based learning opportunities for in-depth analysis
 - Debate issues with research to support arguments
 - Allow students to work at a faster pace
-
- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Utilize exploratory connections to higher-grade concepts
 - Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

Unit 5 Government Policies and U.S. Culture

NJSLS:

See Link Below

Interdisciplinary Connection:

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

Statement of Objective:

SWDAT identify and explain changes in American culture brought about by government policies such as voting rights by comparing and contrasting state voting laws. Students will compare and contrast New Jersey's voting laws with voting laws of another state. Students will present their findings to the class in a multimedia report. Students will complete the presentation with 100% accuracy.

Anticipatory Set/Do Now:

Read and outline New Jersey's Voter Rights and Accessibility Information (<https://www.state.nj.us/state/elections/voter-rights.shtml>)

Learning Activity:

T/O Class Discussion; Compare and contrast New Jersey's Voter Rights with that of another state and prepare a multimedia report to present to the class.

Student Assessment/CFU's:

Students will Compare and contrast New Jersey's Voter Rights with that of another state that will be reviewed and revised class discussions-Alternate assessment

Checklists and the E-learning platform will be used to review student work for comprehension and understanding

Unit 1-4 Quiz-Summative Assessment

Evaluation rubrics for writing, oral presentations-Formative Assessment

Engage in debate of current event legal issues-Benchmark Assessment

Materials:

E-Textbook

E-Learning Platform (Student Information System, i.e. Power School/Schoology)

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

Lap-Tops for students

21st Century Themes and Skills:

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

Differentiation:

Students will be given additional time for completion of assignments or assessments

Cooperative grouping to enhance and elevate student productivity during legal research projects

Use of visual and auditory presentations to introduce and support lesson delivery

Use of web based resources and databases that provide structured reading levels and read aloud options

Integration of Technology:

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

E-learning platform

LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
SOC.6.1.14	Contemporary United States: Domestic Policies (1970–Today) An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
SOC.6.1.12.CivicsCM.14.a	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
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.
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).