

# Unit 4: Movements and Debates (Weeks 30-36)

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

## UNIT RATIONALE

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Unit 4 explores the various movements and debates that have shaped African American activism from the 20th century to the present. By examining significant events such as the Civil Rights Movement, the Black Power Movement, and contemporary social justice initiatives, students will analyze the evolution of African American political thought and activism. This unit encourages students to engage with diverse perspectives and understand the impact of grassroots organizing, art, and cultural expression in advocating for change. By investigating the connections between historical and contemporary movements, students will develop a nuanced understanding of the ongoing challenges and achievements in the fight for racial equality. This unit ultimately empowers students to connect historical movements to current social issues, fostering critical thinking and advocacy skills.

## ESSENTIAL QUESTIONS

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### Essential Questions on African American History and Movements

1. How did the Négritude and Negrismo movements connect and influence each other in the first half of the twentieth century?
2. Why did proponents of Négritude and Negrismo critique colonialism, and what were their central arguments?
3. What were the key characteristics and goals of the Black Freedom movement in the twentieth century?
4. What examples of diasporic solidarity emerged across the African diaspora in the twentieth century, and how did they manifest?
5. How did diasporic solidarity between African Americans and Africans shape Black politics in the U.S. and abroad during the twentieth century and beyond?
6. In what ways did African Americans contribute to the Second World War, and what impact did this have on their societal standing?
7. How did the Double V Campaign arise during the Second World War, and what were its objectives?
8. What challenges did African Americans face in accessing the benefits of the G.I. Bill after the Second World War?
9. What forms of segregation and discrimination persisted in the daily lives of African Americans in

the first half of the twentieth century?

10. What rationale did the Supreme Court provide in the *Brown v. Board of Education* decision to overturn the doctrine of “separate but equal”?

11. How did different groups respond to the school integration mandated by the *Brown v. Board of Education* decision?

12. What long-term effects did housing discrimination have on African Americans in the latter half of the twentieth century?

13. What were the essential methods employed by major civil rights organizations in their efforts for racial equality?

14. How did nonviolent resistance strategies mobilize the Civil Rights movement, and what were some key events?

15. In what ways did civil rights activism in the mid-twentieth century lead to significant federal legislative achievements?

16. How did Black women leaders contribute to the goals of major civil rights organizations and grassroots efforts?

17. How did grassroots organizing extend beyond traditional methods to enhance the goals of the Civil Rights movement?

18. How did artists, performers, poets, and musicians of African descent advocate for racial equality and draw international attention to the Black Freedom movement?

19. In what ways did faith and music inspire African Americans to combat discrimination during the Civil Rights movement?

20. What are the origins and beliefs of the Nation of Islam, and how have they influenced African American communities?

21. How did strategies within the Black Freedom movement evolve from civil rights to Black Power?

22. In what ways did the Black Arts movement (BAM) influence Black culture during the 1960s and 1970s?

23. How did the Black Arts movement contribute to the development of African American Studies?

24. What were the major goals and initiatives of the Black Panther Party in pursuit of political, economic, and social reforms?

25. How did the emergence of the Black is Beautiful movement and Afrocentricity shape cultural identity in the mid-twentieth century?

26. In what ways did the Black is Beautiful movement and Afrocentricity influence Black culture and the development of ethnic studies?

27. How did the Black feminist movement of the twentieth century draw inspiration from earlier

activism by Black women?

28. What is the concept of “interlocking systems of oppression,” and how is it connected to earlier Black feminist activism?

29. How have Black writers represented interlocking systems of oppression in their literary work?

30. What factors have hindered and promoted economic growth in Black communities during the second half of the twentieth century?

31. How did the Voting Rights Act of 1965 contribute to the growth of Black political representation in American politics?

32. What major advances have occurred in Black federal political leadership from the late twentieth century into the twenty-first century?

33. How has the African American population grown and diversified since 2000?

34. In what dynamic ways have religion and faith contributed to social, educational, and community-building efforts in African American communities?

35. How does African American music blend traditional musical and performative elements from Africa?

36. What influence has the African American musical tradition had on American and global music genres?

37. What are the origins and defining elements of hip-hop culture?

38. How did African American political and cultural movements in the 1960s and 1970s influence the emergence of hip-hop?

39. How have African Americans represented themselves in theater and film throughout the twentieth and twenty-first centuries?

40. What impact have migration and economic growth had on the representation of African Americans in television and film?

41. What contributions have Black athletes made to sports from the nineteenth century onward?

42. How have African American athletes in the twentieth and twenty-first centuries contested discrimination and advocated for racial equality?

43. What contributions have African Americans made to scientific and technological advancements throughout history?

44. How have African Americans contributed to advancements in American medical care and training?

45. What multiple, compounding forms of discrimination do Black people with disabilities face, and how have governmental responses evolved?

46. In what ways has the discipline of African American Studies enriched interdisciplinary academic studies?

47. How does Afrofuturism envision Black lives in futuristic contexts, and what themes does it explore?

## **STANDARDS**

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### **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

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6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.

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).

6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).

6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and

Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

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.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural

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. eliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. •

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 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.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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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.

## **PRE-ASSESSMENTS**

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ame review of topics included in unit and those specifically on unit assessment to gauge level of previous knowledge of students.

## **INSTRUCTIONAL PLAN**

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**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

- We are learning to examine the Négritude and Negritismo movements and how they promoted

pride, empowerment, and connections to African cultural heritage among people of African descent

- We are learning to analyze the intellectual and artistic contributions of key Négritude and Negrisimo thinkers and artists.
- We are learning to explore the development of anticolonial and Pan-Africanist political ideologies among African Americans and their connections to global movements for decolonization.
- evaluate how these political philosophies shaped Black resistance to racial oppression and the pursuit of self-determination.
- describe the "Double V" campaign that called for victory against fascism abroad and racism at home during WWII.
- analyze the long-term impacts of the G.I. Bill on expanding educational and economic opportunities for African Americans.
- examine the various forms of racial discrimination and segregation that persisted in the United States, laying the groundwork for the modern civil rights movement.
- assess how African American communities organized and mobilized to challenge these entrenched systems of oppression.
- explain the practice of redlining and its role in limiting access to housing, mortgages, and other economic opportunities for African Americans.
- evaluate the lasting impacts of residential segregation and housing discrimination on Black communities.

- describe the origins, goals, and strategies of key civil rights organizations, such as the NAACP, SNCC, SCLC, and CORE.
  - analyze the roles these groups played in mobilizing and leading the civil rights movement.
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- examine the critical leadership and organizing efforts of Black women, including figures like Rosa Parks, Ella Baker, and Fannie Lou Hamer.
  - evaluate how Black women's activism and intersectional approach shaped the civil rights movement.
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- explore how African American artists, musicians, and cultural producers used their work to advance the causes of civil rights and social justice.
  - analyze the ways in which the arts and music served as forms of protest, empowerment, and community-building during the civil rights era.
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- describe the rise of Black religious nationalist movements, such as the Nation of Islam, and their influence on the Black Power ideology.
  - assess how the Black Power movement's emphasis on self-determination, racial pride, and community control differed from the nonviolent civil rights approach.
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- examine the life, beliefs, and activism of Malcolm X and his evolving relationship with the Nation of Islam.
  - analyze how Malcolm X's ideas and rhetoric challenged mainstream civil rights strategies and promoted a more confrontational approach to racial justice.

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- describe the origins, goals, and tactics of the Black Panther Party, including their focus on community empowerment, self-defense, and revolutionary socialism.
  - evaluate the Party's impact on the Black Power movement and its lasting influence on Black activism.
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- examine the "Black Is Beautiful" cultural movement and its promotion of African-derived aesthetics, hairstyles, and fashion as acts of resistance.
  - analyze the rise of Afrocentricity and its emphasis on centering African history, values, and perspectives in African American identity and scholarship.
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- explore the development of Black feminist thought and activism, including the work of figures like Audre Lorde, bell hooks, and the Combahee River Collective.
  - understand the concept of intersectionality and how it shaped Black women's efforts to address the interconnected systems of racism, sexism, and economic oppression.
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- analyze how various forms of oppression, such as racism, classism, sexism, and heteronormativity, intersect and compound to create unique experiences and challenges for marginalized communities.
  - evaluate how an intersectional approach is essential for addressing the multifaceted nature of social injustice.
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- examine the economic progress and
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growth of the Black middle class in the post civil rights era.

- assess the impact of increased Black political representation and leadership on the pursuit of racial equity and social justice
  - explore the increasing diversity within African American communities in terms of geography, immigration, religion, and other factors.
  - analyze how this diversity has shaped contemporary Black identities, cultures, and political movements.
  - trace the development of African American musical traditions, from the origins of spirituals and the blues to the emergence of jazz, R&B, and hip-hop.
  - examine how these musical forms have served as vehicles for cultural expression, social commentary, and political resistance.
  - explore the representation and portrayal of African Americans in theater, television, and film, both historical and contemporary.
  - analyze how Black artists, writers, and directors have used these media to challenge stereotypes, amplify diverse narratives, and advance the struggle for racial justice.
  - examine the significance of African American participation and achievement in various sports, and how this has intersected with broader social and political issues.
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- evaluate the role of sports in both empowering and exploiting Black athletes, as well as its impact on popular culture and perceptions of race.
- investigate the contributions of African Americans to the fields of science, medicine, and technology, and how these advancements have impacted Black communities.
- analyze the persistent racial disparities and barriers that have hindered equitable access and representation in these areas.
- explore the origins and evolution of Black studies as an academic discipline, and its role in centering African American history, culture, and perspectives.
- examine the Afrofuturist movement and its speculative visions for the future of Black communities, technology, and society.

**Student Learning Strategies**

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Discussion Groups
- AP Classroom

**Success Criteria**

- Describe the context of and connections between the Négritude and Negrismo movements in the first half of the twentieth

century

- Explain why proponents of Négritude and Negritismo critiqued colonialism.
- Describe the Black Freedom movement in the twentieth century
- Describe examples of diasporic solidarity that emerged across the African diaspora in the twentieth century
- Explain how diasporic solidarity between African Americans and Africans impacted Black politics in the U.S. and abroad in the twentieth century and beyond.
- Describe African Americans' involvement in the Second World War.
- Explain how the Double V Campaign emerged during the Second World War.
- Describe African Americans' access to the benefits of the G.I. Bill.
- Describe the enduring forms of segregation and discrimination in daily life that African Americans faced in the first half of the twentieth century.
- Explain the rationale for the Brown v. Board of Education decision to overturn "separate but equal."
- Explain how different groups responded to school integration as a result of the Brown v. Board of Education decision.
- Explain the long-term effects of housing discrimination on African Americans in the second half of the twentieth century
- Describe the essential methods of the major civil rights organizations.
- Explain how nonviolent resistance strategies mobilized the Civil Rights movement.
- Explain how civil rights activism in the mid-twentieth century led to federal legislative achievements.
- Describe the ways Black women leaders furthered the goals of the major civil rights organizations and grassroots efforts.
- Describe the ways grassroots organizing beyond the South advanced the goals of the Civil Rights movement.
- Explain how artists, performers, poets, and

musicians of African descent advocated for racial equality and brought international attention to the Black Freedom movement.

- Explain how faith and music inspired African Americans to combat continued discrimination during the Civil Rights movement.
- Describe the origins and beliefs of the Nation of Islam.
- Explain how Black Freedom movement strategies transitioned from civil rights to Black Power.
- Explain how the Black Arts movement influenced the development of African American Studies.
- Explain how the Black Panther Party pursued political, economic, and social reforms in the twentieth century.
- Describe the emergence of the Black is Beautiful movement and Afrocentricity in the midtwentieth century.
- Explain how the Black is Beautiful movement and Afrocentricity influenced Black culture in the 1960s, 1970s, and beyond.
- Explain how the Black is Beautiful movement and Afrocentricity influenced the development of African American Studies and ethnic studies.
- Explain how the Black feminist movement of the twentieth century drew inspiration from earlier Black women's activism.
- Describe the concept of "interlocking systems of oppression" and its connection to earlier Black feminist activism.
- Explain how Black writers have represented interlocking systems of oppression in their work.
- Explain how economic growth in Black communities has been hindered and promoted in the second half of the twentieth century.
- Explain how the Voting Rights Act of 1965 impacted the growth of Black political representation in American politics in the late twentieth century.
- Describe major advances in Black federal

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political leadership in the late twentieth and early twenty-first centuries.

- Describe ways the African American population has grown and become more diverse since 2000.
  - Explain how religion and faith have played dynamic social, educational, and communitybuilding roles in African American communities.
  - Describe ways African American music blends musical and performative traditions from Africa.
  - Describe the influence of the African American musical tradition on American and global music genres.
  - Describe the origins and elements that define hip-hop culture.
  - Explain how African American political and cultural movements of the 1960s and 1970s influenced the emergence of hip-hop.
  - Describe representations of African Americans on the stage and screen by African Americans in the twentieth and twenty-first centuries.
  - Explain how migration and economic growth influenced representations of African Americans in television and film.
  - Describe the contributions of Black athletes to sports in the nineteenth century and beyond.
  - Explain how African American athletes in the twentieth and twenty-first centuries have contested discrimination and advocated for racial equality
  - Describe African Americans' contributions to scientific or technological advancements.
  - Describe African Americans' contributions to American medical care, training, and medical advancements.
  - Describe multiple, compounding forms of discrimination against Black people with disabilities as well as governmental responses.
  - Explain how the discipline of African American Studies has contributed to interdisciplinary academic studies.
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	<ul style="list-style-type: none"> <li>• Explain how Afrofuturism envisions Black life in futuristic environments.</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Key terms and People assignments</li> <li>• Unit Question assignments</li> <li>• Primary Source Packets for Section</li> <li>• In class discussions</li> <li>• Low-stakes group work</li> </ul>
<p><b>Activities and Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbook readings</li> <li>• Lecture/notes/active class discussion</li> <li>• Unit Source Book</li> </ul>
<p><b>Suggested Modifications</b></p>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides auditory or written content to students in their native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p><b>Visuals:</b> The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p><b>Front-Loading Vocabulary:</b> The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.</p> <p><b>Special Education Students</b></p> <p><b>Chunking:</b> The teacher presents information in a</p>

way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for

a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

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.