

Unit 4: 1815-1914 (Weeks 24-31)

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

UNIT RATIONALE

After the Congress of Vienna in 1815, conservative governments of Europe attempted to rid society of liberal, republican ideas to avoid revolutions. Due to the effects of the French Revolution on Europe, through Napoleon's Continental System, it was believed that liberalism would lead to further threats to the sovereignty of each European nation. Nationalism also became a threat to European empires after Napoleon's rule in France. Nation-states began to emerge based on common histories, languages, and religions. These states threatened to upset the balance of power that was so delicately organized by the Congress of Vienna.

Alliances divided Europe between the Triple Entente and the Triple Alliance until the Russian Revolution forced them to revoke their involvement in the Triple Entente. After understanding the void left by Russia, the United States joined the war to aid the British and the French forces against Germany. The fresh forces, supplies, and aid of the US military ended WWI only a year later. The Paris Peace Conference severely punished the German government for its role in WWI, created the League of Nations to keep regional conflicts from erupting into global conflicts, and forced Germany into extreme debt.

ESSENTIAL QUESTIONS

To what extent was the Romantic Movement Conservative? Revolutionary?

Why was Britain the first great industrial power? Are the same factors necessary for all nations facing development?

The common core of liberalism: "The proper end of government is to promote the liberty and well-being of individuals". How has this statement generated controversy among liberals since the 19th century?

What factors account for the rise of a welfare state in Britain (the home of Adam Smith's laissez-faire capitalism!) by 1914?

Trace the unification of Italy, 1850s -1871

Trace the unification of Germany, 1862-1871

Assess the role of Bismarck in German and European History

Assess the impact of Kaiser Wilhelm II on German and World history

Was World War I a Turning Point in World History?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

6.2.12.GeoSP.4.a:

Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

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.

6.2.12.HistoryCC.4.a:

Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

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.

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

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.

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.

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."

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).

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.

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.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.
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.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.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.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.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.

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

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.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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.3	Analyze the effectiveness of the process and quality of collaborative environments.
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.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.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND 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.ED.4	Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.
CS.9-12.8.2.12.ED.5	Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
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.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.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.

PRE-ASSESSMENTS

Kahoot

Student Driven Review

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Critique the rise of nationalism and unification movements and be able to synthesize the short-term and longterm effects in different countries. Evaluate the motivations for imperialism and be able to detect the short-term and long-term effects of imperialism on Africa, Asia, and Latin America.
Student Learning Strategies	<ul style="list-style-type: none">• 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	Explain how imperial countries justified their actions in third world countries. List why imperial nations conquered smaller, weaker nations around the world.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Key terms and People assignments• Chapter Question assignments• Primary Source Packets for Section• In class discussions• Low-stakes group work

Activities and Resources

- Textbook readings
- Lecture/notes/active class discussion

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: 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.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: 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.

Special Education Students

Chunking: The teacher presents information in a 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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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.

[Italian & German Unification Storyboard PPT](#)

[Storyboard Template](#)

[12. PPT IMPERIALISM](#)

[Copy of Student Resources: IMPERIALISM IN CHINA](#)

[Copy of Worksheet: Imperialism in Africa](#)

[9. Imperialism in India - Gallery Walk](#)

[Copy of The Heart of Darkness](#)

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Connect the various “ism’s” on the rise in Europe Apply the concept of nationalism and unification movements and be able to identify the shortterm and long-term effects in different countries.
Student Learning Strategies	<ul style="list-style-type: none">• 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	Establish how nationalism was the driving factor of the unification of major countries in Europe Describe how Europe was divided after the Congress of Vienna
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Key terms and People assignments• Chapter Question assignments

- Primary Source Packets for Section
- In class discussions
- Low-stakes group work

Activities and Resources

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- Lecture/notes/active class discussion

Suggested Modifications

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Gifted & Talented Strategies

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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

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[Copy of BINGO -ISMs](#)

[Copy of Student Card -ISMs BINGO](#)

[Teacher Guide + Samples](#)

MODULE 3

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

Understand the causes of the Industrial Revolution and be able to identify and describe the political, social, and economic impact on Europe in the 18th-19th century

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

Investigate the reasons for the Industrial Revolution and compare them to the agricultural revolution.

	<p>Show how Great Britain gained a stronghold in many different areas around the world.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Key terms and People assignments • Chapter Question assignments • Primary Source Packets for Section • In class discussions • Low-stakes group work
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Textbook readings • Lecture/notes/active class discussion • Urban game/Industrialization simulation • Congress of Vienna simulation game • Conservative order SAQ • Crimean war reading quiz • Realpolitik activity and class discussion
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: 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>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: 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>Special Education Students</p> <p>Chunking: The teacher presents information in a way that</p>

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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.

[4. PPT THE INDUSTRIAL REVOLUTION & REFORMS](#)

[1. Intro to the Industrial Revolution](#)

[Worksheet: Intro to the Industrial Revolution](#)

[Copy of CHARLES DICKENS PPT](#)

[Copy of printable copy: CHARLES DICKENS MINI UNIT](#)

[HANDOUTS: Effects of the Industrial Revolution Gallery Walk](#)

[Student Notes: Effects of the Industrial Revolution](#)

[Copy of Worksheet: Ideologies](#)

[4. PPT BELLE EPOCH & SECOND INDUSTRIAL REVOLUTION](#)

REFLECTIONS

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

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including

figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.W.11-12.1.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.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive

elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LA.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LA.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.11-12.2.B

Spell correctly.

LA.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

LA.L.11-12.4.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.