LHS ELA 9 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

Unit Overview

Theme: Greek Mythology

Benchmark Text Focus: Informational

Anchor Text: Mythology

Writing Genre Focus: Informative/Explanatory (Research)

Benchmark & Answer Key

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RI.TS.9–10.4	Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RL.PP.9–10.5	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
ELA.RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
ELA.RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
ELA.W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.9–10.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.W.SE.9–10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
ELA.W.RW.9–10.7	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.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in

ELA.SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
ELA.SL.PI.9–10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
ELA.SL.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
ELA.SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

(groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight		Day Nine		Day Ten	
Writing Focus				Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes

Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

Greek mythology is full of exciting stories that have fascinated people for centuries. These myths help us learn about ancient Greek culture and still influence modern books, movies, and art. Studying Greek mythology at the end of the school year lets students explore these timeless stories, encouraging creativity and critical thinking.

The writing focus on explanatory writing allows students to demonstrate the knowledge of mythology they have gleaned from the unit and sets them up for next school year when they will study history in 10th grade as well as the literature in ELA II.

The Benchmark focuses on the myth of Athena and Poseidon's contest for the city of Athens which builds on their knowledge of the gods and goddesses of Greek mythology.

The writing task asks students to explain how Athena and Poseidon's character traits contribute to the themes of the story. This assesses the skills taught of writing informative and explanatory pieces.

Enduring Understandings

Content Specific	Skills Specific
- Mythology is universal and it unites cultures as well as divides them. - The Greek Gods had both incredible power and weaknesses. - The Greeks revered their gods and worshipped them. - Mythology is a great example of the power of storytelling. - Mythology was spread by word and eventually written down. - All myths have many versions due to the constant retellings. - Mythology influences modern storytelling like pro wrestling, movies such as Star Wars, The Marvel Universe and DC Comics universe - it is Joseph Campbell's "hero's	- Recognizing the cultural and historical context in which a myth was created helps readers appreciate its significance and relevance. - Knowing about a culture's beliefs, values, and traditions can enhance understanding. - Analyzing themes, symbols, and motifs in myths allows readers to uncover deeper meanings and messages. - Myths often contain layers of meaning, requiring readers to interpret allegories and metaphors.

journey."	• Being able to track the hero's journey in mythology can enhance understanding.

Essential Questions

Content Specific	Skills Specific
• Why do we study centuries old Greek mythology? • How does mythology influence modern storytelling? • What is the hero's journey? • Why did the greek gods have weaknesses as well as strengths?	• How do we track the hero's journey? • How do we recognize theme and motif? • How does metaphor and symbolism change or add to the meaning of stories?

Key Resources

Greek Myths by various authors

Clash of the Gods series (episodes on Zeus, The Minotaur, Medusa, Odysseus)

Resources for Myths

Supplementary Resources

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Clash of the Titans" movie (2010)

"Percy Jackson: Lightning Thief" movie (2010)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
April	2	RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 RI.AA.9-10.7 RI.CT.9-10.8 L.VL.9–10.3 L.VI.9-10.4 W.IW.9-10.2	SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment. SWBAT demonstrate their knowledge of research essay writing by taking a pre-assessment.	• Reading Pre-assessment • Writing Pre-assessment			• LinkIt! pre-assessment - reading • Informational essay writing pre-assessment
	3-4	RI.CI.9-10.2 RL.CI.9	SWBAT trace the develop	Informational Text Mini-	• LHS Instructi	Informational Writing	• LHS Suggested

| | | -10.2 L.VL.9–10.3 W.WR.9–10.5 | ment of a central idea throughout a text and analyze how nuanced shifts or contradictions influence its meaning.

SWBAT analyze how theme emerges and evolves through character development, plot events, and symbolic elements.

SWBAT use context clues and knowledge of word patterns to determine the meaning of unfamilia | Lesson:

- Trace how central idea develops across sections; analyze nuanced shifts or contradictions.

Literary Text Mini-Lesson:

- Analyze how theme develops through character development, plot progression, and symbol usage.

Language Mini-Lesson:

- Use context to determine meaning; patterns of word changes

Writing Mini-Lesson:

- Review | onal Workshop Model Suggested Activities/Groups | Rubric

Information/research writing exemplar

Exploring Research Skills Pear Deck

Internet Research Checklist | Formative Reading Assessments |

			r words. SWBAT generate focused research questions and explore topics for investigation.	exemplar and rubric for an informational research essay • Generate research questions, explore topics			
		RI.CR.9-10.1 RL.CR.9-10.1 L.VL.9–10.3 W.WR.9–10.5 W.IW.9–10.2	SWBAT evaluate the strength, validity, and relevance of evidence used to support arguments or analyses in informational texts. SWBAT cite and analyze textual evidence to explain how character motivation and theme are develope	Informational Text Mini-Lesson: • Analyze strength, validity, and relevance of evidence supporting an argument or analysis. Literary Text Mini-Lesson: • Analyze how evidence from the text (dialogue, narration, imagery) supports character motivation or	• [LHS Instructional Workshop Model Suggested Activities/Groups](#)	[Research Facts to Sentence Form](#)	• [LHS Suggested Formative Reading Assessments](#)

			d. SWBAT use dictionaries, thesauruses, and other reference tools to verify and refine word meanings. SWBAT conduct preliminary research by taking notes from sources and developing their topic with relevant supporting details.	theme. Language Mini-Lesson: • Use reference materials to verify word meanings Writing Mini-Lesson: • Begin short research & note-taking from sources • Develop topic with relevant details			
May	1-2	RI.TS.9-10.4 RL.TS.9-10.4 L.VL.9–10.3 W.IW.9–10.2 W.WR.9–10.5	SWBAT analyze how the placement of paragraphs or sections impacts the clarity and	Informational Text Mini-Lesson: • Evaluate how paragraph or section placement shapes argument	• [LHS Instructional Workshop Model Suggested Activities/Groups](#)		• [LHS Suggested Formative Reading Assessments](#)

			effective ness of an argument .	clarity.		
			SWBAT examine how the structure of scenes or chapters contribut es to suspense, irony, or thematic meaning.	**Literary Text Mini-Lesson:** • Analyze how scene/cha pter structure (e.g., nonlinear timeline) contribute s to suspense, irony, or theme.		
			SWBAT analyze how an author's word choice shapes tone and contribut es to the meaning of a text.	**Language Mini-Lesson:** • Analyze word choice impact on tone/mea ning		
			SWBAT synthesiz e informati on from multiple sources and organize their research ideas into a	**Writing Mini-Lesson:** • Organize complex ideas clearly • Synthesiz e sources and organize outline		

			structured outline.				
		RI.IT.9-10.3 RL.IT.9-10.3 L.VI.9–10.4 W.IW.9–10.2 W.WR.9–10.5	SWBAT compare how two authors structure and introduce central ideas in informational texts to convey differing perspectives. SWBAT analyze how narrative techniques such as pacing, flashbacks, or point-of-view shifts affect plot and character development. SWBAT interpret figurative language and analyze how slight differences in	Informational Text Mini-Lesson: • Compare how two authors structure and introduce ideas across different arguments. Literary Text Mini-Lesson: • Analyze pacing, flashbacks, or shifting POV and how they affect the unfolding of plot or character arc. Language Mini-Lesson: • Interpret figures of speech; word nuances Writing Mini-Lesson:	• [LHS Instructional Workshop Model Suggested Activities/Groups](#)		• [LHS Suggested Formative Reading Assessments](#)

			word choice impact meaning. SWBAT use appropriate transitions and academic vocabulary while refining their inquiry questions during the research process.	• Use transitions and domain-specific vocabulary • Refine inquiry and continue research			
	3-4	RI.PP.9-10.5 RL.PP.9-10.5 L.VI.9–10.4 W.IW.9–10.2 W.WR.9–10.5	SWBAT analyze how authors use rhetorical appeals and strategies to strengthen arguments and achieve their purpose. SWBAT analyze how the author's tone, narrative voice,	Informational Text Mini-Lesson: • Analyze use of rhetorical appeals and strategies to advance purpose. Literary Text Mini-Lesson: • Analyze how author's tone, narration, or cultural perspective shapes	• [LHS Instructional Workshop Model Suggested Activities/Groups](#)		• [LHS Suggested Formative Reading Assessments](#)

			and cultural perspective shape the reader's understanding of the text. SWBAT analyze how connotation, tone, and level of formality contribute to an author's style and purpose. SWBAT use appropriate style and tone for research writing while drafting and integrating source material smoothly.	reader interpretation. Language Mini-Lesson: • Analyze connotative meaning, tone, formality Writing Mini-Lesson: • Style and tone for research writing • Draft and integrate source material			
		RI.AA.9-10.7 L.VL.9–10.3 L.VI.9-	SWBAT evaluate the logic of an argument by identifyin	Informational Text Mini-Lesson: • Evaluate reasoning and detect	• [LHS Instructional Workshop Model Suggest](#)		• [LHS Suggested Formative Reading Assessments](#)

		10.4 W.IW.9–10.2 W.WR.9–10.5	g sound reasoning, manipulation, and logical fallacies. SWBAT evaluate the reasoning behind character decisions and how these choices contribute to conflict and character arcs. SWBAT use precise vocabulary and word choices to enhance clarity and effectiveness in their own writing. SWBAT draft body paragraphs that	manipulation or logical fallacies. Literary Text Mini-Lesson: • Evaluate character reasoning and development—what drives decisions? How does this build conflict? Language Mini-Lesson: • Use precise word choice and vocabulary Writing Mini-Lesson: • Body paragraphs with cited support • Revise using feedback	ed Activities/Groups		

			include properly cited evidence and revise their work based on peer or teacher feedback.				
June	1-2	RI.CT.9-10.8 RL.CT.9-10.8 L.VL.9–10.3 W.IW.9–10.2 W.WR.9–10.5	SWBAT compare how two texts on the same topic reflect historical or cultural perspectives in their presentation of information. SWBAT compare how authors from different cultures or time periods address a shared theme or archetype in literature. SWBAT	Informational Text Mini-Lesson: • Compare two texts on the same topic using historical or cultural lens. Literary Text Mini-Lesson: • Compare how two texts from different cultures/time periods treat a similar theme or archetype. Language Mini-Lesson: • Review of language standards:	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			review and apply knowledge of figurative language, word choice, and context clues to understand and use language effectively. SWBAT finalize, polish, and present their informative or research-based writing to an audience.	figurative language, word choice, context clues Writing Mini-Lesson: • Finalize informative/research writing • Publish or present final products			
		RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 RI.AA.9-10.7 SWBAT	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT	• Reading benchmark MP 4 • Writing benchmark MP 4 • End of MP reflection		• End of MP Reflection • Research Essay Rubric	• LinkIt! Benchmark MP 4 • End of MP Reflection

		RI.CT.9-10.8	to demonstrate their knowledge of writing a research essay.				
		L.VL.9–10.3					
		L.VI.9-10.4					
		W.IW.9-10.2					
			SWBAT reflect on their learning in reading and writing throughout marking period 4 by creating SMART goals.				

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

Content Knowledge
 	
1. Key Myths and Characters:
 	
  o Familiarity with Major Myths: Students should learn about foundational myths like the creation myths, the Twelve Labors of Hercules, and the stories of gods such as Zeus, Athena, and Poseidon.
  o Understanding of Heroic Journeys: Explore the archetypal hero's journey in myths such as those of Perseus, Theseus, and Odysseus.
  o Gods and Goddesses: Knowledge of the major gods and goddesses, their
	• **Skills to Spiral from Maus to Greek Mythology**
	
	1. Critical Thinking and Analysis:
	
	  ▪ From Maus: Analyzing complex themes like trauma and memory.
	  ▪ In Greek Mythology: Analyzing themes like fate, justice, and the role of the gods.
	
	2. Argumentative Writing:
	
	  ▪ From Maus: Crafting clear,

domains, symbols, and relationships with each other and humans.

2. Themes and Concepts:

   o Fate and Free Will: Discuss how myths explore the balance between destiny and personal choice.
   o Hubris and Nemesis: Explain how myths often teach lessons about the consequences of excessive pride (hubris).
   o Moral Lessons and Ethics: Understand the ethical and moral lessons that myths imparted to ancient Greek society.

3. Cultural and Historical Context:

   o Greek Society and Religion: Explain how mythology reflects the values, beliefs, and daily life of ancient Greek society.
   o Mythology's Influence: Explore how Greek mythology has influenced Western literature, art, and culture.

4. Symbolism and Allegory:

   o Mythological Symbols: Analyze the symbolic meanings behind gods, creatures, and events within the myths.
   o Allegorical Interpretations: Explain how myths can be interpreted as allegories for natural phenomena, human behavior, or societal norms.

Skills

1. Analytical Reading:

   o Textual Analysis: Develop the ability to closely read and analyze mythological texts, focusing on understanding and explaining key elements such as themes, symbols, and character motivations.
   o Comparative Analysis: Compare different versions of myths or identify similarities between Greek myths and those from other cultures, focusing on

evidence-based arguments about the representation of historical events.
   ▪ In Greek Mythology: Writing essays on the moral lessons of myths or the nature of heroism.

3. Research Skills:

   ▪ From Maus: Researching historical context and integrating it into analysis.
   ▪ In Greek Mythology: Researching the cultural and historical context of myths.

4. Exploring Ethical Dilemmas:

   ▪ From Maus: Debating the ethics of representing trauma.
   ▪ In Greek Mythology: Debating the morality of the gods' actions in myths.

Content Connections between Maus and Greek Mythology

1. Themes:

   ▪ Memory and Trauma in Maus connects to Fate and Destiny in Greek myths, both exploring how individuals are shaped by forces beyond their control.

2. Character Analysis:

   ▪ Analyzing how characters in Maus are affected by historical events can connect to understanding how mythological figures are influenced by the gods and fate.

3. Symbolism:

   ▪ The use of animal symbolism in Maus can be connected to the symbolic meanings of

explaining these connections.

2. Critical Thinking:

   o Interpreting Themes: Focus on explaining the underlying themes and messages of the myths.
   o Evaluating Perspectives: Encourage students to consider and explain different perspectives within the myths, such as how different characters experience fate.

3. Explanatory Writing:

   o Clarifying Concepts: Write clear, well-organized explanations of mythological themes, symbols, and narratives.
   o Detailed Descriptions: Focus on descriptive writing to explain how myths depict gods, heroes, and events.
   o Explaining Context: Guide students to explain the cultural and historical context of myths and how they reflect the values of ancient Greek society.

4. Research Skills:

   o Contextual Research: Research the historical, cultural, and religious context of myths to inform explanatory writing.
   o Sourcing Information: Encourage finding and using credible sources to support explanations and provide deeper understanding.

5. Creative Expression:

   o Rewriting Myths: Encourage creative retellings or adaptations of myths, focusing on explaining their relevance to contemporary audiences.
   o Artistic Representation: Create visual representations of myths, emphasizing how art can explain and convey these stories.

6. Discussion and Collaboration:

   o Class Discussions: Participate in

gods, creatures, and objects in Greek mythology.

discussions that focus on explaining different interpretations of myths, their significance, and their impact on culture and literature.
- o Group Projects: Work together to research, present, and explain specific myths or themes, emphasizing clarity and understanding.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Interdisciplinary Connections

SOC.9-12.1	What are effective strategies for accessing various sources of information and historical

evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.