LHS English 12 Unit 4

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

Unit Overview

Theme: The Burden of Isolation and Imprisonment and the Power of Hope

Benchmark Text Focus: Literature

Anchor Text: Rita Hayworth and the Shawshank Redemption

Writing Genre Focus: Research & Conventions

Targeted ELA Standards

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

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
L.KL.11–12.2	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.
L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting

	(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.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).
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.RW.11–12.7	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.
SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.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.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Rationale

Throughout the human experience, freedom has represented more than the absence of physical confinement; it is also connected to identity, dignity, relationships, choice, and hope. This unit explores how isolation and imprisonment affect individuals and what enables people to maintain a sense of purpose despite circumstances that limit their freedom. Through Stephen King's *Rita Hayworth and Shawshank Redemption*, students will examine the complex relationship between confinement, institutionalization, resilience, friendship, freedom, and hope.

Through a focus on research writing, students will investigate issues connected to the text and synthesize information from multiple credible sources to develop evidence-based conclusions. Ultimately, students will consider: *What allows people to maintain hope, purpose, and a sense of freedom even when their circumstances seek to take them away?*

Enduring Understandings

Content Specific	Skills Specific
• **Freedom and Confinement:** Freedom extends beyond physical circumstances and can be influenced by identity, choice, relationships, dignity, and an individual's sense of control over their life. • **Isolation and Institutionalization:** Prolonged isolation and confinement can shape identity, behavior, relationships, and an individual's ability to adapt to life beyond restrictive environments. • **Hope and the Human Spirit:** Hope, purpose, and human connection can help individuals endure adversity and maintain a sense of possibility even when circumstances limit their freedom. • **Literature and Real-World Issues:** Literature can provide a lens for examining complex societal issues such as incarceration,	• **Connecting Literature and Research:** Strong readers use questions and ideas raised by literature as a starting point for investigating complex real-world issues through credible informational sources. • **Evaluating Sources:** Effective researchers assess sources for credibility, relevance, perspective, evidence, and purpose before incorporating information into their own work. • **Synthesizing Research:** Researchers integrate information from multiple sources and formats, including conflicting perspectives, to develop conclusions rather than simply reporting sources individually. • **Research Writing:** Effective research writing develops an informed understanding of a complex topic by integrating credible

justice, rehabilitation, institutionalization, and the meaning of freedom.	evidence, organizing ideas logically, citing sources appropriately, and communicating conclusions clearly.

Essential Questions

Content Specific	Skills Specific
• What does it truly mean to be free? • How can isolation and confinement affect an individual's identity, relationships, and sense of self? • What enables individuals to maintain hope when their circumstances seem hopeless? • How can relationships and a sense of purpose help individuals endure adversity? • How can literature help us examine complex questions about justice, incarceration, rehabilitation, and freedom?	• How can literature generate questions that lead to meaningful real-world research? • How do researchers determine whether a source is credible, relevant, and useful? • How can researchers reconcile conflicting information and perspectives across multiple sources? • How does synthesizing information from multiple sources lead to conclusions that extend beyond any single source? • How can writers integrate and cite evidence from multiple sources to develop clear, informed conclusions?

Key Resources

Required Anchor Text:

Rita Hayworth and Shawshank Redemption — Stephen King

Suggested Informational Texts for Research Writing:

Suggested Text	Type	Purpose / Connection
"Prison Education Programs" — U.S. Department of Education	Government / Informational	**Accessible.** Introduces prison education, rehabilitation, and preparation for life after

		incarceration.
"Rehab on Hold: COVID Devastated Prison Learning Programs" — Associated Press	Journalism / Informational	**Accessible–moderate.** Uses individual experiences to explore education, rehabilitation, isolation, and reentry.
"He Spent 50 Years Fighting to Leave Prison. Now He Helps Others Get Out." — *The Washington Post*	Journalism / Human-Interest	**Accessible–moderate.** Explores long-term incarceration, reentry, purpose, and life after release.
"The Second Step: Invest in Prison Education Programs, Reinstate Pell Grants" — Christopher Zoukis	Argumentative / Informational	**Moderate–complex.** Examines education as a pathway to rehabilitation, purpose, and successful reentry; connects strongly to Andy's prison library and educational efforts.
"From Prison to Home: The Dimensions and Consequences of Prisoner Reentry" — Travis, Solomon & Waul (selected sections)	Research / Policy	**Moderate–complex.** Examines the social and practical challenges of transitioning from incarceration to freedom; strong connection to Brooks and Red.

Lesson Ideas for Target Standards

Supplementary Resources

2026-2027 Writing Rubrics

Tier 1: Ways to Increase Support for Struggling Readers

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

Lexia Aspire & PowerUp Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing
- Lexia PowerUp Graphic Organizers

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Week	Priority Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
Week 1: Launching the Unit & Baseline Data	RI.CR.11–12.1; RI.MF.11–12.6	I can demonstrate my current reading skills. I can identify questions raised by literature that can lead to real-world	**Reading:** Approaching unfamiliar texts; fiction as a lens for real-world issues. **Writing/Research:** Research vs. report writing; inquiry vs. topic; characteristic	• Anticipation activity on freedom/hope • Inquiry-question sort • Topic-to-question activity • Collaborative discussion	MP4 Reading Pre-Assessment (LinkIt!); *Rita Hayworth and Shawshank Redemption*; research-writing exemplar/rubric	**LinkIt! MP4 Reading Pre-Assessment**; preliminary inquiry questions

		inquiry.	s of effective research questions.			
Weeks 2–3: Confinement, Identity & Institutionalization	RL.CR.11–12.1; RI.CR.11–12.1; RI.MF.11–12.6	I can analyze how confinement affects characters' identities, relationships, and choices. I can connect ideas in literature to credible informational texts. I can refine a focused research question.	**AI Lesson: Your AI Future (Capstone)** **Reading:** Theme; characterization; narrator/perspective; literary-to-informational connections; institutionalization. **Research:** Broad vs. focused questions; generating search terms; locating sources; source types; relevance vs. credibility.	• Collaborative annotation • Character/theme tracking • Literature-to-research question generation • Source-search practice • Credibility/relevance sorting • Teacher-led source evaluation	*Shawshank*; "The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment" — Craig Haney (selected sections); research resources/databases	Text-to-research response; focused research question; initial source evaluation
Weeks 4–5: Freedom, Reentry & Evaluating Sources	RI.CR.11–12.1; RI.MF.11–12.6; RI.CT.11–12.8	I can evaluate credible sources representing different perspectives and formats. I can synthesiz	**Reading:** Source credibility; purpose/perspective; primary vs. secondary sources; data and informational texts; conflicting information.	• Source-evaluation stations • Credibility challenge • Paraphrase practice • Note-taking matrix • Source comparison • Bring on the Benchmark practice	*Shawshank*; "From Prison to Home: The Dimensions and Consequences of Prisoner Reentry" — Travis, Solomon & Waul (selected sections);	Source-evaluation check; paraphrase/summary practice; research notes; Bring on the Benchmark practice questions

		e information about incarceration and freedom across literary and informational texts.	**Research Writing:** Note-taking vs. copying; paraphrasing; summarizing; quotation; avoiding plagiarism; preliminary source citation.	questions	selected government/ data source; Bring on the Benchmark materials (LinkIt!)	
Weeks 6–7: Rehabilitation, Hope & Research Synthesis	RI.CR.11–12.1; RI.MF.11–12.6; RI.CT.11–12.8	I can synthesize information from multiple credible sources to develop an informed understanding of a complex issue. I can identify agreements, differences, and gaps across sources.	**Reading/Research:** Synthesis vs. summary; identifying relationships among sources; reconciling conflicting information; interpreting evidence/data. **Writing:** Developing a thesis statement from research; organizing ideas by concepts rather than by sources; integrating and citing multiple sources; analysis/explanation of evidence.	• Synthesis matrix • Source-conversation activity • Research stations • Thesis workshop • Evidence grouping • Collaborative source comparison • Teacher research conferences	*Shawshank*; "The Second Step: Invest in Prison Education Programs, Reinstate Pell Grants" — Christopher Zoukis (selected sections); additional student-selected credible sources; citation resources	Research thesis statement + preliminary outline; synthesis paragraph; research/source check
Weeks 8–9:	RI.CR.11	I can	**Research**	• Mentor-text	Student-	Draft

Culminating Research Writing	–12.1; RI.MF.11 –12.6; W.IW.11-12.2; W.WR.11 –12.5; W.SE.11–12.6	develop an evidence-based conclusion using information synthesized from multiple credible sources. I can integrate, cite, and explain evidence effectively. I can revise my research writing for clarity, organization, synthesis, and accuracy.	**Writing:** Introductions; organization; source integration; synthesis; analysis/explanation of evidence; transitions; conclusions; citation/Works Cited; formal style; revision and editing.	analysis • Independent drafting • Writing/research stations • Peer review • Citation check • Teacher conferences • Revision groups	selected sources; unit informational texts; research-writing rubric; citation/Works Cited resources; revision checklist	checkpoints; source/citation check; teacher conference; Summative Research Writing Task
Final Days: Benchmark, Revision & Reflection	RI.MF.11 –12.6; priority reading/writing standards as needed	I can independently apply the reading and research skills developed throughout the	**Reading:** Application/review of priority skills, as needed. **Writing:** Revision and proofreading, as needed.	• MP4 Benchmark (Linkit!); • Final research completion, as needed • Self-assessment • End-of-year literacy reflection	MP4 Benchmark (LinkIt!); research rubric; student writing; reflection materials	**LinkIt! MP4 Benchmark Assessment**; Summative Research Writing Task if not already submitted; end-of-year reflection

		year. I can reflect on my growth as a reader, writer, and researcher.	**Reflection:** Evaluating research process and growth.			

Honors Addendum

Honors students will engage with the same anchor text, themes, and essential questions while extending their study through additional complex informational and research-based texts. Students will examine multiple perspectives on incarceration, institutionalization, rehabilitation, freedom, justice, and hope and will be expected to make nuanced connections between the literary text and complex real-world issues.

Writing expectations will emphasize greater independence in the research process, evaluation and synthesis of multiple credible sources, consideration of conflicting perspectives, development of nuanced conclusions, and purposeful integration and citation of evidence.

Possible Honors Extension Texts:

Suggested Text	Type	Purpose / Connection
"Prison Education Programs" — U.S. Department of Education	Government / Informational	**Accessible.** Introduces prison education, rehabilitation, and preparation for life after incarceration.
"Rehab on Hold: COVID Devastated Prison Learning Programs" — Associated Press	Journalism / Informational	**Accessible–moderate.** Uses individual experiences to explore education, rehabilitation, isolation, and reentry.
"He Spent 50 Years Fighting to Leave Prison. Now He Helps Others Get Out." — *The Washington Post*	Journalism / Human-Interest	**Accessible–moderate.** Explores long-term incarceration, reentry, purpose, and life after release.

"The Second Step: Invest in Prison Education Programs, Reinstate Pell Grants" — Christopher Zoukis	Argumentative / Informational	**Moderate–complex.** Examines education as a pathway to rehabilitation, purpose, and successful reentry; connects strongly to Andy's prison library and educational efforts.
"From Prison to Home: The Dimensions and Consequences of Prisoner Reentry" — Travis, Solomon & Waul (selected sections)	Research / Policy	**Moderate–complex.** Examines the social and practical challenges of transitioning from incarceration to freedom; strong connection to Brooks and Red.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• **Literature as Inquiry:** Use themes and questions raised in literature to investigate complex real-world issues. • **Research & Source Evaluation:** Locate and evaluate credible, relevant sources representing multiple perspectives and formats. • **Synthesis:** Integrate information across literary, informational, research, and data-based sources to develop informed conclusions. • **Research Writing:** Develop and refine an inquiry, organize findings, integrate evidence, and cite sources appropriately. • **Independent Application:** Apply reading, analysis, vocabulary, evidence, and writing strategies with increasing independence.	• Apply synthesis skills from a **teacher-curated MP3 text set to independently selected research sources**. • Transfer comparison of author perspectives to evaluation of **multiple research perspectives and conflicting information**. • Continue analyzing literature for theme and author's choices while using those ideas to generate research questions. • Extend evidence integration from literary analysis to **synthesizing and citing evidence from multiple source types**. • Build from developing interpretations in MP3 to **developing informed conclusions through independent inquiry**.

Career Readiness, Life Literacies, and Key 21st Century 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".

9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

1	Make sense of problems and persevere in solving them
6	Attend to precision
8	Look for and express regularity in repeated reasoning
G.CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
G.MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons

	per square mile, BTUs per cubic foot).
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
HS-ETS1	Engineering Design
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
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.9-12.1.3	Critical Thinking
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
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.