LHS English 12 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Unit Overview

Theme: Survival and Resilience

Benchmark Text Focus: Informational

Anchor Text: Night by Elie Wiesel

Writing Genre Focus: Informative/Explanatory & 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.
RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RL.CT.11–12.8	Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.
RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
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.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.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.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 history, individuals have endured circumstances that challenge not only their physical survival, but also their identity, beliefs, relationships, and sense of humanity. This unit explores how people respond when confronted with extreme adversity and asks students to consider what enables individuals to endure when their freedom, dignity, and security are threatened. Through Elie Wiesel's memoir *Night*, students will examine the complex relationship between survival, resilience, dehumanization, identity, and hope during the Holocaust.

Through a focus on informative/explanatory writing, students will synthesize literary and informational evidence to explain complex ideas and deepen their understanding of the human experience. Ultimately, students will consider: *What enables people to endure in the face of unimaginable adversity, and how can those experiences change them?*

Enduring Understandings

Content Specific	Skills Specific
• **Survival and the Human Experience:** Extreme adversity can challenge an individual's identity, beliefs, relationships, dignity, and sense of humanity; survival may involve both resilience and profound personal change. • **Dehumanization and Oppression:** Systems of oppression use fear, isolation, loss of identity, and deprivation to diminish individual humanity and control populations. • **Memoir and Historical Understanding:** Memoir provides a personal perspective on historical events, allowing readers to understand experiences and human consequences that factual accounts alone may not fully convey. • **Resilience, Identity, and Hope:** Individuals respond to adversity in complex ways, and experiences of trauma can reshape beliefs about oneself, others, and the world.	• **Analyzing Complex Ideas:** Strong readers trace how multiple themes and central ideas develop, interact, and become more complex across literary and informational texts. • **Using Textual Evidence:** Effective analysis relies on selecting strong and thorough evidence, making relevant connections, and explaining how evidence supports explicit and inferential interpretations. • **Synthesizing Across Text Types:** Readers deepen their understanding by connecting memoir with informational texts, primary sources, historical documents, and other media. • **Informative/Explanatory Writing:** Effective writers organize and synthesize information from literary and informational sources to explain complex ideas clearly, accurately, and with relevant evidence.

Essential Questions

Content Specific	Skills Specific

• What enables individuals to endure in the face of extreme adversity? • How can oppression and dehumanization affect a person's identity, beliefs, relationships, and sense of humanity? • In what ways can survival demonstrate resilience, and in what ways can survival come at a cost? • How does personal testimony deepen our understanding of historical events? • How can experiences of adversity change the way individuals understand themselves, others, and the world?	• How do readers determine how multiple themes and central ideas develop and interact across a text? • How can strong and thorough textual evidence support both explicit and inferential interpretations? • How does reading literary and informational texts together deepen our understanding of a complex topic? • How can writers synthesize evidence from multiple texts to explain complex ideas clearly and accurately? • How does historical and cultural context influence our interpretation of a text?

Key Resources

Required Anchor Text:

- *Night* — Elie Wiesel (Memoir)

Core Supporting Text:

- Universal Declaration of Human Rights — United Nations (1948)
  Informational / Seminal Global Document
  Provides a strong counterpoint to the violations students encounter in *Night*. Students can analyze concepts such as human dignity and individual rights while working with a historically significant primary document.
  Strong standards: RI.CR.1, RI.CI.2, RI.AA.7, RI.CT.8

Suggested Supporting Texts:

Suggested texts provide options for extending the unit's essential questions and target standards. Teachers should select texts based on instructional goals and student needs and may incorporate comparable Grade 11–12 complex texts that align with the unit's theme and standards.

Suggested Text	Type	Purpose / Connection
"Hope, Despair and Memory" — Elie Wiesel	Nobel Lecture / Speech	**More complex.** Extends *Night* through Wiesel's reflections on memory, suffering, hope, and responsibility.

Selected testimony from a Holocaust survivor — USC Shoah Foundation or USHMM	Primary Source / Oral History	**Highly accessible.** Adds another firsthand perspective on survival and builds understanding through multimedia.
"First They Came" — Martin Niemöller	Poetry/Prose Poem	**Accessible text; complex ideas.** Explores silence, complicity, persecution, and responsibility.
"The Perils of Indifference" — Elie Wiesel Video & Transcript (CommonLit)	Speech	**Moderately complex.** Connects suffering and survival to indifference, moral responsibility, and human rights.
Selected historical text on the progression of Nazi persecution and dehumanization — USHMM	Informational Text	**Accessible–moderate.** Builds essential background knowledge about the systematic progression of persecution and dehumanization.
Selected Excerpt from *Long Walk to Freedom* — Nelson Mandela	Memoir / Literary Nonfiction	**Moderately complex.**Broadens the unit through a global perspective on oppression, dignity, imprisonment, and resilience.

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

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: Community, Expectations & Baseline Data	RI.CR.11–12.1: RI.CI.11–12.2; W.IW.11–12.2	I can demonstrate my current reading and writing skills. I can participate effectively in classroom and workshop routines.	**Reading:** Active reading/annotation expectations; approaching unfamiliar texts (e.g., previewing the text, annotating purposefully, monitoring comprehension, using context clues, and rereading challenging sections). **Writing:** Informative/E	• Getting-to-Know-You activities • Student interest/reading survey • Goal setting • Practice with workshop routines/stations • Collaborative community building	Reading pre-assessment (LinkIt!); writing pre-assessment; course expectations; student surveys	**LinkIt! Reading Pre-Assessment** Beginning-of-Year Writing Pre-Assessment

			xplanatory Writing Pre-Assessment. **Routines:** Workshop/station expectations; collaboration and independent-work routines.			
Weeks 2–3: Launching the Unit & Building Context	RI.CR.11–12.1; RI.CI.11–12.2; RI.IT.11–12.3; RI.CT.11–12.8; W.IW.11–12.2	I can determine multiple central ideas and analyze how they develop across a text. I can use historical context to deepen my understanding. I can identify the purpose and characteristics of informative/explanatory writing.	**Reading:** Explicit vs. inferential meaning; central idea; strong evidence; historical context. **Writing:** Informative vs. argumentative writing; unpacking prompts; structure of informative writing; examining exemplars, and developing a thesis statement. **Vocabulary:** Context clues, morphology, academic/domain-specific vocabulary.	• Historical-context stations • Vocabulary station; • Anticipation activity • Collaborative reading • Analyze and annotate an informative-writing exemplar • Thesis statement workshop	Universal Declaration of Human Rights; USHMM historical resources; informative/explanatory exemplar and rubric	Short evidence-based response; central-idea/evidence formative check; writing exemplar analysis

Weeks 4–5: *Night*: Identity, Dehumanization & the Human Experience	RL.CR.11–12.1; RL.CI.11–12.2; RI.CR.11–12.1; W.IW.11–12.2	I can analyze how themes develop through experiences and events. I can explain how adversity affects identity, beliefs, and relationships. I can select and explain evidence that supports a thesis.	**AI Lesson: Bearing Witness in the Age of AI** **Reading:** Memoir as a genre; theme vs. topic; inference; characterization; tracing theme development. **Writing:** Introduction, selecting strongest evidence; embedding quotations; evidence vs. analysis/explanation of evidence; paragraph organization; elaboration. **Vocabulary:** Using context and word parts to determine meaning.	• Collaborative annotation • Theme/evidence tracker • Teacher-led close reading • Character/identity mapping • Evidence-ranking activity • Paragraph-building station • Vocabulary station • Bring on the Benchmark practice questions	*Night*; "First They Came" — Martin Niemöller; selected Holocaust survivor testimony	Text-dependent response; theme/evidence tracker; evidence + analysis/explanation paragraph; formative reading check; **Bring on the Benchmark practice questions**
Weeks 6–7: Survival, Resilience & Synthesis	RL.CR.11–12.1; RI.CR.11–12.1; RL.CI.11–12.2; RI.IT.1	I can analyze how multiple themes, ideas, and events develop and interact across texts.	**Reading:** Interacting themes; author's choices; cross-text connections; synthesis.	• Thematic stations • Survivor-testimony jigsaw • Collaborative/Socratic discussion • Evidence sorting	*Night*; "The Perils of Indifference" — Elie Wiesel and/or selected USHMM text; survivor testimony; informative	Cross-text synthesis response; thesis statement + preliminary outline check

	1–12.3; W.IW. 11–12.2	I can make meaningful connections across literary and informational texts. I can organize an explanation using evidence from multiple sources into organized body paragraphs.	**Writing:** Grouping related ideas; organizing an essay; body paragraphs, synthesizing literary and informational evidence; transitions; analysis/explanation of evidence.	• Body paragraph workshop	writing rubric	
Weeks 8–9: Complete *Night* + Culminating Writing	RL.CR. 11–12.1; RI.CR. 11–12.1; RL.CI. 11–12.2; RI.CI.11–12.2; W.IW. 11–12.2	I can analyze how themes are developed and refined across *Night*. I can synthesize evidence from literary and informational texts. I can develop a cohesive informative/explanatory essay. I can revise my writing to strengthen ideas, organization, evidence, and clarity.	**Reading:** Theme development across a complete text; synthesis; selecting strongest evidence. **Writing:** Revision and editing; strengthening analysis/explanation of evidence; cohesion; sentence clarity; conventions and citation.	• Complete *Night* • Thematic synthesis activity • Mentor-text analysis • Writing stations • Independent drafting • Peer feedback • Teacher writing conferences	*Night*; selected supporting texts; writing exemplar; informative/explanatory rubric; organizational tools	Final theme/synthesis response; draft checkpoints; teacher/student writing conference; summative Informative/Explanatory writing task (end of week 9)

Final Days / Week 9–10: Revision, Benchmark & Reflection		I can independently apply the reading skills developed throughout the unit. I can reflect on how my understanding of survival and resilience has developed.	**Reading:** Application/review of priority reading skills, as needed. **Writing:** Revision and proofreading final essay, as needed	• Student self-assessment • Writing completion/make-up, as needed	Benchmark assessment (LinkIt!); student writing/reflection materials	**LinkIt! MP1 Benchmark Assessment**; student reflection; final informative/explanatory writing task, if not already submitted

Honors Addendum

Honors students will engage with the same anchor text, themes, and essential questions while extending their study through additional complex literary and informational texts. Students will examine multiple perspectives on survival, dehumanization, memory, and moral responsibility and will be expected to make more nuanced connections among historical context, personal testimony, and broader ideas about the human experience.

Writing expectations will emphasize greater independence, synthesis of multiple sources, complexity of analysis, and purposeful integration of textual evidence.

Possible Honors Extension Texts:

Honors Extension Text	Type	Purpose / Accessibility
"Hope, Despair and Memory" — Elie Wiesel	Nobel Lecture / Speech	**More complex.** Deepens analysis of memory, suffering, hope, and moral responsibility after *Night*.
"Bystanders" — United States Holocaust Memorial Museum	Historical / Informational Text	**Moderately complex.** Complicates ideas of silence, indifference, complicity, and individual responsibility during the Holocaust.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• **Memoir & Central Ideas:** Analyze how Wiesel develops and connects ideas of survival, resilience, dehumanization, identity, and hope. • **Literary & Informational Evidence:** Select strong and thorough evidence to support explicit and inferential analysis. • **Historical Context:** Connect memoir, informational texts, primary sources, and historical context to deepen understanding. • **Synthesis Across Text Types:** Make meaningful connections among literary, informational, historical, and multimedia sources. • **Informative/Explanatory Writing:** Develop a clear controlling idea and synthesize evidence to explain complex ideas accurately.	• Close reading and annotation of literary and informational texts • Determining theme and central idea • Citing and explaining textual evidence • Making inferences supported by evidence • Writing organized explanatory responses with clear claims/controlling ideas • Using context and vocabulary strategies to comprehend complex texts

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).
9.4.12.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).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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.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.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.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
G.C.A.1	Prove that all circles are similar.
3	Construct viable arguments and critique the reasoning of others
7	Look for and make use of structure
G.CO.A.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
1.5.2.Re7	Perceiving and analyzing products.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.
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).
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	Spatial Thinking
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
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.
SOC.9-12.1.4	Presentational Skills
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.