LHS English 12 Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Unit Overview

Theme: The Search for Meaning

Benchmark Text Focus: Informational

Anchor Text: Poetry collection & supplemental informational texts

Writing Genre Focus: Literary Analysis & 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).
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.TS.11–12.4	Evaluate the author's choices concerning structure and 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.
RL.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 author's message).
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).
RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.AW.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.
W.AW.11–12.1.E	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.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.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Rationale

Across cultures and time periods, writers and thinkers have sought to understand what gives human life meaning and purpose. This unit explores how individuals make sense of suffering, uncertainty, mortality, identity, and the pursuit of fulfillment. Through poetry and complex informational texts representing a range of perspectives, students will examine how authors use language, structure, and craft to develop ideas about what makes a life meaningful.

Through a focus on literary analysis, students will analyze and synthesize ideas across texts, examining how authors' choices shape meaning and contribute to complex interpretations. Ultimately, students will consider: *How do people create meaning and purpose in the face of suffering and uncertainty?*

Enduring Understandings

Content Specific	Skills Specific
• **The Search for Meaning:** Across cultures and time periods, individuals have sought to understand what gives human life meaning, purpose, and fulfillment. • **Suffering, Uncertainty, and Purpose:** Experiences of suffering, uncertainty, and mortality can challenge existing beliefs while also shaping an individual's understanding of purpose and the value of life. • **Multiple Perspectives on Meaning:** Writers and thinkers offer differing—and sometimes conflicting—perspectives on how individuals find meaning through relationships, choice, responsibility, resilience, identity, belief, and human experience. • **Literature as Exploration:** Poetry and other literary works use language, structure, imagery, symbolism, and other craft choices to explore complex questions that may not have a single or definitive answer.	• **Analyzing Author's Craft:** Strong readers evaluate how authors use language, structure, figurative language, tone, and other craft choices to develop complex ideas and themes. • **Comparing Perspectives:** Readers deepen their understanding by examining how authors from different genres, cultures, and time periods develop differing perspectives on related ideas. • **Synthesizing Across Texts:** Sophisticated readers integrate ideas from multiple literary and informational sources to reconcile differences and develop interpretations that extend beyond any single text. • **Literary Analysis Writing:** Effective literary analysis moves beyond identifying literary elements to explain how an author's choices develop meaning, using strong textual evidence and clear reasoning to support an interpretation.

Essential Questions

Content Specific	Skills Specific
• What gives human life meaning and purpose? • How can suffering, uncertainty, and mortality influence an individual's search for meaning? • Is meaning something people discover, create, or both? • How do perspectives on what makes life meaningful differ across individuals, cultures, and time periods? • How can literature help us explore questions for which there may be no single answer?	• How do poets use language, imagery, symbolism, structure, and other craft choices to develop complex ideas? • How can comparing different authors' perspectives deepen or challenge our understanding of a shared idea? • How do readers synthesize ideas across literary and informational texts to develop new interpretations? • How can readers evaluate an author's reasoning, premises, purpose, and argument? • How does effective literary analysis explain the relationship between an author's craft choices and a text's larger meaning?

Key Resources

Suggested Texts for Poetry:

Text	Accessibility	Purpose
"The Summer Day" — Mary Oliver	Accessible / Complex Ideas	Purpose, wonder, mortality, intentional living
"Those Winter Sundays" — Robert Hayden	Accessible / Complex Ideas	Love, sacrifice, relationships, reflection
"Do Not Go Gentle into That Good Night" — Dylan Thomas	Moderate–Complex	Mortality, resistance, value of life

Suggested Informational Texts:

Suggested Text	Type	Purpose / Connection
"There's More to Life Than Being Happy" — Emily Esfahani Smith (TedTalk)	Psychology / Informational	**Accessible–moderate.** Distinguishes happiness from meaning and explores purpose, belonging, and a meaningful life.
"What Makes Life Meaningful? Globally, Answers Sometimes Vary by Age" — Pew Research Center	Research / Informational	**Accessible.**Uses global survey data to examine relationships, work, community, and other sources of meaning.
"What Makes Life Meaningful?" — Devon Frye, *Psychology Today*	Psychology / Informational	**Accessible–moderate.**Introduces research on purpose, mattering, and coherence as sources of meaning in life.
"Self-Reliance" — Ralph Waldo Emerson (selected excerpt: "Trust thyself…" through discussion of nonconformity)	Philosophical Essay	**More complex.** Explores self-trust, individuality, conformity, and creating an authentic life; provides exposure to challenging canonical prose.

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	RL.CR.11–12.1; RI.CR.11–12.1; RL.MF.11–12.6	I can demonstrate my current reading skills. I can identify how literary and informational texts may offer different perspectives on the same idea.	**Reading:** Approaching unfamiliar poetry and informational texts; poetry-reading strategies; speaker vs. author. **Writing:** Introduction to literary analysis; literary analysis vs. summary.	• Anticipation activity on meaning/purpose • Poetry noticing activity • Literary analysis vs. summary sorting • Collaborative discussion	MP3 Reading Pre-Assessment (Linkit!); selected introductory poem; literary-analysis exemplar/rubric	**Linkit! MP3 Reading Pre-Assessment**; literary-analysis exemplar analysis

			Vocabulary: Figurative and academic language in context.			
Weeks 2–3: Poetry, Craft & Meaning	RL.PP.11–12.5; RL.MF.11–12.6; RL.CR.11–12.1	I can analyze how poets use craft choices to develop complex ideas. I can compare perspectives on meaning and purpose across poems. I can develop an interpretive thesis statement.	**Reading:** Imagery; figurative language; tone; symbolism; structure; speaker; theme; author's craft. **Writing:** Moving from observation to interpretation; developing a literary-analysis thesis; selecting strong evidence; embedding quotations; analysis/explanation of evidence.	• Collaborative annotation • Poetry stations • Imagery/tone analysis • Evidence sorting • Teacher-led close reading • Thesis workshop • Paired poem comparison	"The Summer Day" — Mary Oliver; "Those Winter Sundays" — Robert Hayden; literary-analysis exemplar/rubric	Close-reading response; craft/theme analysis; literary-analysis thesis + evidence selection
Weeks 4–5: Mortality, Perspective & Cross-Text Connections	RL.PP.11–12.5; RL.MF.11–12.6; RI.PP.11–12.5; RI.MF.11–12.6	I can compare how authors develop different perspectives on a shared idea. I can	**Reading:** Comparing perspectives; author's purpose; tone and structure; synthesis across genres; evaluating similarities and differences.	• Compare/contrast stations • Cross-text synthesis matrix • Collaborative discussion • Paired-text close reading • Paragraph-building workshop • Vocabulary	"Do Not Go Gentle into That Good Night" — Dylan Thomas; "What Makes Life Meaningful? Globally, Answers Sometimes Vary by Age" —	Cross-text response; evidence + analysis/explanation paragraph; **Bring on the Benchmark practice questions**

		synthesize literary and informational evidence to deepen an interpretation.	**Writing:** Comparative literary analysis; organizing body paragraphs; integrating evidence from multiple texts; analysis/explanation of evidence; transitions.	station • Bring on the Benchmark practice questions	Pew Research Center; Bring on the Benchmark materials (Linkit!)	
Weeks 6–7: Informational Perspectives, Reasoning & Synthesis	RI.TS.11–12.4; RI.PP.11–12.5; RI.MF.11–12.6; RI.AA.11–12.7	I can analyze how informational authors use structure, purpose, and reasoning to develop ideas. I can evaluate different perspectives on what makes life meaningful. I can synthesize ideas across literary and informational texts to develop a new	**AI Lesson: Finding Meaning in a Machine-Made World** **Reading:** Informational text structure; author's purpose; rhetoric; premises/reasoning; evaluating arguments; synthesis across multiple sources. **Writing:** Refining thesis statements; organizing literary analysis; synthesizing sources as interpretive lenses; analysis/explanation of evidence.	• Informational-text jigsaw • Reasoning/claim mapping • Perspective continuum; synthesis matrix • Teacher-led close reading of complex prose • Thesis-revision workshop • Collaborative discussion	"There's More to Life Than Being Happy" — Emily Esfahani Smith; "Self-Reliance" — Ralph Waldo Emerson (selected excerpt); selected poems from earlier weeks	Informational-text analysis; synthesis response; refined thesis + preliminary literary-analysis outline

		interpretation.				
Weeks 8–9: Culminating Literary Analysis & Synthesis	RL.PP.11–12.5; RL.MF.11–12.6; RI.MF.11–12.6; W.AW.11–12.1	I can develop a nuanced interpretation using evidence from multiple texts. I can explain how authors' craft choices contribute to meaning. I can develop and revise a cohesive literary-analysis essay.	**Reading:** Whole-unit synthesis; comparing perspectives; selecting strongest textual evidence. **Writing:** Introductions; thesis refinement; body-paragraph organization; integrating quotations; analyzing craft; transitions; conclusions; revision/editing; cohesion; formal style; conventions/citation.	• Whole-unit synthesis activity • Mentor-text analysis • Writing stations • Independent drafting • Peer feedback • Teacher writing conferences • Small-group revision	Unit poetry and informational texts; literary-analysis rubric; exemplar; organizational tools	Final synthesis response; draft checkpoints; teacher/student writing conference; Summative Literary Analysis Writing Task
Final Days: Revision, Benchmark & Reflection	RL.MF.11–12.6; RI.MF.11–12.6; priority reading standards as needed	I can independently apply the reading skills developed throughout the unit. I can reflect on how my	**Reading:** Application/review of priority skills, as needed. **Writing:** Revision and proofreading, as needed.	• Student self-assessment • Writing completion/make-up, as needed	MP3 Benchmark (LinkIt!); unit texts; student writing/reflection materials	**Linkit! MP3 Benchmark Assessment**; student reflection; final literary-analysis task, if not already submitted

		understanding of meaning and purpose has changed or deepened.				

Honors Addendum

Honors students will engage with the same themes, essential questions, and genre focus while extending their study through additional complex literary and informational texts. Students will examine competing philosophical and literary perspectives on meaning, purpose, suffering, identity, and mortality and will be expected to develop nuanced interpretations that synthesize ideas across texts and genres.

Writing expectations will emphasize greater independence, complexity of interpretation, synthesis of multiple texts, analysis of ambiguity and competing perspectives, and purposeful integration of textual evidence.

Possible Honors Extension Texts:

Honors Extension Text	Type	Purpose / Connection
"The Love Song of J. Alfred Prufrock" — T. S. Eliot	Poetry	**More complex.** Explores purpose, isolation, indecision, mortality, and the fear of living an unfulfilled life.
"Walden" — Henry David Thoreau (selected excerpt from CommonLit, "Where I Lived, and What I Lived For")	Literary/Philosophical Nonfiction	**More complex.** Explores deliberate living, purpose, simplicity, and what makes a meaningful life.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• **Poetry & Author's Craft:** Analyze how imagery, figurative language, tone, structure, and other craft choices develop complex themes.	• Transfer close reading of Shakespeare's complex language to analysis of poetic

• **Perspectives Across Texts:** Compare how authors develop differing perspectives on meaning, purpose, identity, relationships, and mortality. • **Informational Reasoning:** Analyze purpose, reasoning, premises, and arguments in complex informational texts. • **Synthesis:** Integrate ideas across literary and informational texts to develop interpretations that go beyond individual sources. • **Literary Analysis:** Explain how authors' craft choices create meaning and support a nuanced interpretation with strong evidence.	language and philosophical prose. • Apply analysis of author's choices to **shorter texts requiring deeper attention to individual words, images, and structural choices**. • Extend evaluation of competing interpretations to **comparing perspectives across multiple authors and genres**. • Continue using strong textual evidence while synthesizing evidence from **more than one text**. • Build from defending an argument in MP2 to **developing and supporting a nuanced literary interpretation.**

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".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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.5	Assess and modify a personal plan to support current interests and post-secondary plans.
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).
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
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.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
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.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

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".

4	Model with mathematics
G.C.B.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
5	Use appropriate tools strategically
6	Attend to precision
G.CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
HS-PS3	Energy
HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
HS-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
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-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
HS-ESS1	Earth's Place in the Universe
HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
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-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.
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.