



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Anthropology and Archaeology Grade Level(s): 11-12 Units of Credit: .5 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 64.5 hours
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Course Description

This course examines the four fields of anthropology - cultural, biological, archaeological, and linguistic. Included in this course is an archaeological dig, a discovery of anthropology by visiting cultures, exploration of several up-to-date modern life case studies, and field trips to experience researchers at work. Finally, students will explore the tools and procedures for archaeological digs and will create and simulate a real-life archaeological site to apply their knowledge of first cities and states.

Instructional Strategies, Learning Practices, Activities, and Experiences

Independent Reading Homework Bell Ringers Essay Response	Reading and Writing Practice Guided Group Practice Guided Individual Practice Media Analysis	Primary Source Analysis Teacher Demonstrations Constructive Response
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Assessments

Essays Short Answer Response Primary Source Documents	Homework Reading Responses Independent Project	Group Project Final Exam Media Responses
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Materials/Resources

Anthropology – Online Textbook <u>Anthropology</u> – Text Prentice Hall; copyright 2007	Archaeology Magazine	Wood, Paint, Clay Tools
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Adopted: 8/18/08
Revised: 5/15/2017

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explain and evaluate the meaning of anthropology.</p>	<p>The student will describe the four fields of anthropology.</p> <p>The student will discuss how we discover the past through evidence.</p> <p>The student will analyze the concept of culture.</p> <p>The student will identify the work of anthropologists.</p> <p>The student will interpret various types of careers in anthropology.</p> <p>The student will compare and contrast cultural to physical anthropology.</p> <p>The student will discuss the value of analyzing anthropology for the well-being of others.</p> <p>Basic Geography Literacy</p> <p>7.1.12.A Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.1.12.B Assess how physical changes to a region may have global impact.</p> <p>Physical Characteristics of Places and Regions</p> <p>7.2.12.A Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.</p> <p>The Human Characteristics</p> <p>7.3.12.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explain and evaluate the meaning of anthropology. (continued)</p>	<p>The Interactions Between People and Environment (Places)</p> <p>7.4.12.A Analyze the global effects of changes in the physical systems.</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p>6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p>

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<p>The student will be able to explain and evaluate the meaning of anthropology. (continued)</p>	<p>How International Relations Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism. 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental. 5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Reading informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to explain and evaluate the meaning of anthropology. (continued)</p>	<p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p>

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<p>The student will be able to explain and evaluate the meaning of anthropology. (continued)</p>	<p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly 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.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>

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<p>The student will be able to explain and evaluate the meaning of anthropology. (continued)</p>	<p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W 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.</p> <p>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p>

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<p>The student will be able to explain and evaluate the meaning of anthropology. (continued)</p>	<p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

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<p>The student will be able to interpret genetics of human traits.</p>	<p>The students will comprehend the principles of natural selection.</p> <p>The student will understand heredity and sources of variability.</p> <p>The student will evaluate speciation.</p> <p>The student will discuss the common primate traits.</p> <p>The student will identify the various primates.</p> <p>The student will analyze bipedal locomotion.</p> <p>The student will examine hominids.</p> <p>The student will compare and contrast how homo sapiens are different than earlier hominids.</p> <p>The student will dissect hominid tools.</p> <p>Basic Geography Literacy</p> <p>7.1.12.A Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.1.12.B Assess how physical changes to a region may have global impact.</p> <p>Physical Characteristics of Places and Regions</p> <p>7.2.12.A Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.</p>

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<p>The student will be able to interpret genetics of human traits. (continued)</p>	<p>The Human Characteristics</p> <p>7.3.12.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>The Interactions Between People and Environment (Places)</p> <p>7.4.12.A Analyze the global effects of changes in the physical systems.</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret genetics of human traits. (continued)</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Reading informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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<p>The student will be able to interpret genetics of human traits. (continued)</p>	<p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

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<p>The student will be able to interpret genetics of human traits. (continued)</p>	<p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly 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.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

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<p>The student will be able to interpret genetics of human traits. (continued)</p>	<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret genetics of human traits. (continued)</p>	<p>CC.1.4.11–12.W 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.</p> <p>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will review chronological time periods from early civilizations to modern cultures.</p> <p>The student will be able to interpret physical variations and examine race and racism.</p>	<p>The student will be able to compare/contrast characteristics of homo sapiens to other hominids.</p> <p>The student will interpret Middle Paleolithic culture.</p> <p>The student will analyze Upper Paleolithic Culture.</p> <p>The student will examine the domestication of plants and animals.</p> <p>The student will interpret the consequences of food production.</p> <p>The student will examine the theories about the origin of state.</p> <p>The student will discuss the physical variation in human population.</p> <p>The student will evaluate race and racism in humans.</p> <p>The student will explain the future of human variations.</p> <p>Basic Geography Literacy</p> <p>7.1.12.A Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.1.12.B Assess how physical changes to a region may have global impact.</p> <p>Physical Characteristics of Places and Regions</p> <p>7.2.12.A Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will review chronological time periods from early civilizations to modern cultures.</p> <p>The student will be able to interpret physical variations and examine race and racism. (continued)</p>	<p>The Human Characteristics</p> <p>7.3.12.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>The Interactions Between People and Environment (Places)</p> <p>7.4.12.A Analyze the global effects of changes in the physical systems.</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will review chronological time periods from early civilizations to modern cultures.</p> <p>The student will be able to interpret physical variations and examine race and racism. (continued)</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Reading informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will review chronological time periods from early civilizations to modern cultures.</p> <p>The student will be able to interpret physical variations and examine race and racism. (continued)</p>	<p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will review chronological time periods from early civilizations to modern cultures.</p> <p>The student will be able to interpret physical variations and examine race and racism. (continued)</p>	<p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly 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.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will review chronological time periods from early civilizations to modern cultures.</p> <p>The student will be able to interpret physical variations and examine race and racism. (continued)</p>	<p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W 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.</p> <p>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will review chronological time periods from early civilizations to modern cultures.</p> <p>The student will be able to interpret physical variations and examine race and racism. (continued)</p>	<p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to evaluate archaeology and archaeological finds from around the world.</p>	<p>The student will analyze the evidence of the past.</p> <p>The student will interpret how sites are found.</p> <p>The student will examine and identify ways artifacts, ecofacts, and features are reconstructed from sites.</p> <p>The student will analyze evidence and reconstruct a classroom site.</p> <p>The student will discuss archaeological recording.</p> <p>The student will interpret middens and construct artifacts.</p> <p>The student will compare and contrast different dating methods.</p> <p>The student will examine documentary film in the field of archaeology. The student will also study forensic archeology and examine bones.</p> <p>Basic Geography Literacy</p> <p>7.1.12.A Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.1.12.B Assess how physical changes to a region may have global impact.</p> <p>Physical Characteristics of Places and Regions</p> <p>7.2.12.A Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to evaluate archaeology and archaeological finds from around the world. (continued)</p>	<p>The Human Characteristics</p> <p>7.3.12.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>The Interactions Between People and Environment (Places)</p> <p>7.4.12.A Analyze the global effects of changes in the physical systems.</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to evaluate archaeology and archaeological finds from around the world. (continued)</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Reading informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to evaluate archaeology and archaeological finds from around the world. (continued)</p>	<p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to evaluate archaeology and archaeological finds from around the world. (continued)</p>	<p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly 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.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to evaluate archaeology and archaeological finds from around the world. (continued)</p>	<p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W 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.</p> <p>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to evaluate archaeology and archaeological finds from around the world. (continued)</p>	<p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings.</p>	<p>The student will become an archaeologist.</p> <p>The student will analyze the elements of culture from around the world.</p> <p>The student will demonstrate knowledge by recreating an archaeological dig.</p> <p>The student will evaluate different civilizations.</p> <p>After excavation, the student will use artifacts recovered to synthesize findings and recreate the following for the discovered culture: food, government, economics, clothing, family, art, science, religion, politics, recreation, shelter, transportation, language, and music.</p> <p>The student will create artifacts from around the world.</p> <p>The student will develop and interpret languages on finds.</p> <p>Basic Geography Literacy</p> <p>7.1.12.A Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.1.12.B Assess how physical changes to a region may have global impact.</p> <p>Physical Characteristics of Places and Regions</p> <p>7.2.12.A Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>The Human Characteristics</p> <p>7.3.12.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>The Interactions Between People and Environment (Places)</p> <p>7.4.12.A Analyze the global effects of changes in the physical systems.</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p>6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Reading informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>

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<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>CC.1.3.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly 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.</p>

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<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W 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.</p> <p>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

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<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>The student will become an archaeologist by planting and digging up artifacts.</p> <p>The student will design murals, Rosetta stones, and maps of cultures.</p> <p>The student will photograph, label, and map out an archaeological site.</p> <p>The student will dig up different civilizations and recreate the meaning of discovered civilization.</p> <p>The student will formulate and learn different languages, mathematics, and dating methods on finds.</p> <p>The student will examine many cultures and city-states. Some examples of cultures include Greek, Egyptian, Indus Valley, Chinese, Japanese, Roman, Mayan, Incan, Aztec, Celtic, Viking, Minoan, Aboriginal, Aric, and Stone Age.</p> <p>Basic Geography Literacy</p> <p>7.1.12.A Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.1.12.B Assess how physical changes to a region may have global impact.</p> <p>Physical Characteristics of Places and Regions</p> <p>7.2.12.A Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.</p>

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<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>The Human Characteristics</p> <p>7.3.12.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>The Interactions Between People and Environment (Places)</p> <p>7.4.12.A Analyze the global effects of changes in the physical systems.</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

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<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p>6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Reading informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>

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<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>CC.1.3.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly 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.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to perform an archaeological dig.</p> <p>The student will be able to recreate city-states, artifacts and examine findings. (continued)</p>	<p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W 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.</p> <p>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize world cultural variations.</p>	<p>The student will define and describe features of cultures.</p> <p>The student will analyze the origin of language and linguistic divergence.</p> <p>The student will examine the allocation of resources and economic systems.</p> <p>The student will discuss social stratification and simulate social classes.</p> <p>The student will comprehend racism and inequality.</p> <p>The student will debate gender roles.</p> <p>The student will discuss the status of woman in the world.</p> <p>The student will analyze the universal concept of marriage and construct kinships.</p> <p>The Human Characteristics</p> <p>7.3.12.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>The Interactions Between People and Environment (Places)</p> <p>7.4.12.A Analyze the global effects of changes in the physical systems.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize world cultural variations. (continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p>6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize world cultural variations. (continued)</p>	<p>How International Relationships Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism. 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental. 5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Reading informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize world cultural variations. (continued)</p>	<p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize world cultural variations. (continued)</p>	<p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly 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.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize world cultural variations. (continued)</p>	<p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W 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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to synthesize world cultural variations. (continued)</p>	<p>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret cultural variations and differences from around the world.</p>	<p>The student will discuss the social order and disorder in political life.</p> <p>The student will evaluate cultural and psychological development in infants, children, and adults.</p> <p>The student will explain abnormal verses normal behavior.</p> <p>The student will discuss the universality of religion.</p> <p>The student will compare and contrast variation in religious practices.</p> <p>The student will explain the variations in art.</p> <p>The student will examine body decorations and taboos.</p> <p>The student will explore the makeup of who we are.</p> <p>The student will receive firsthand knowledge by going to a real archaeological site.</p> <p>The Human Characteristics</p> <p>7.3.12.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>The Interactions Between People and Environment (Places)</p> <p>7.4.12.A Analyze the global effects of changes in the physical systems.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret cultural variations and differences from around the world. (continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>How International Relationships Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism.</p> <p>5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret cultural variations and differences from around the world. (continued)</p>	<p>5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret cultural variations and differences from around the world. (continued)</p>	<p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret cultural variations and differences from around the world. (continued)</p>	<p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly 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.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret cultural variations and differences from around the world. (continued)</p>	<p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to interpret cultural variations and differences from around the world. (continued)</p> <p>The student will be able to examine global issues that affect the world.</p>	<p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>The student will analyze how and why culture changes.</p> <p>The student will examine globalization.</p> <p>The student will debate migration and immigration.</p> <p>The student will discuss the effects of modernization on cultures.</p> <p>The student will evaluate cultural understanding of health and illnesses.</p> <p>The student will comprehend factors contributing to social problems.</p> <p>The student will discuss the causes and effects of famine, violence, crime, war, and terrorism on cultures.</p> <p>The student will formulate how to make the world a better place.</p> <p>Physical Characteristics of Places and Regions</p> <p>7.2.12.A Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems. 7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to examine global issues that affect the world. (continued)</p>	<p>The Human Characteristics</p> <p>7.3.12.A Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>The Interactions Between People and Environment (Places)</p> <p>7.4.12.A Analyze the global effects of changes in the physical systems.</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to examine global issues that affect the world. (continued)</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity. 6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services. 6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations. 6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>How International Relationships Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism. 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental. 5.4.12.D Evaluate the role of mass media in world politics. 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to examine global issues that affect the world. (continued)</p>	<p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Reading, Analyzing and Interpreting Literature</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to examine global issues that affect the world. (continued)</p>	<p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to examine global issues that affect the world. (continued)</p>	<p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly 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.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to examine global issues that affect the world. (continued)</p>	<p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>