

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: Foundational Skills: Written Language
IT: Interactions Among Text Elements	NW: Narrative Writing	ES: Evaluate Speakers	SS: System and Structure of Language
TS: Text Structure	WP: Writing Process	PI: Present Information	KL: Knowledge of Language
PP: Perspective and Purpose in Texts	WR: Writing Research	UM: Use Media	VL: Vocabulary Acquisition, Use, and Literal Meaning
MF: Diverse Media and Formats	SE: Sources of Evidence	AS: Adapt Speech	VI: Vocabulary Acquisition, Use and Interpretative Meaning
AA: Analysis of an Argument	RW: Range of Writing		
CT: Comparison of Texts			

Marking Period	Unit Title	Recommended Instructional Days
3	War, Words, and Weapons	45

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p style="text-align: center;">Language Domain</p> <p>L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>D. Use a colon to introduce a list or quotation.</p> <p>E. Recognize spelling conventions.</p> <p>L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> - Why are words powerful? How can words be used to harm or heal, start or stop conflict? - Why does an individual’s voice matter? - What are the consequences of dehumanizing speech? - Why is it important to be aware of the propaganda techniques governments, companies and others use? - How did the Nazis use language and to what end? - How did Holocaust survivors use language? - How does belonging to a group affect individual thought? - What is a healthy balance of unity and individuality? - How does confirmation bias affect people’s perception of the truth? <p><u>Learning Targets and Activity Descriptions:</u></p> <ul style="list-style-type: none"> - Students will be able to...

- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. **Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. **Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).**

Reading Domain

Reading Literature:

- **RL.CR.9-10.1.** Cite a **range of** thorough textual evidence and make **clear and** relevant connections to **strongly** support an analysis of multiple aspects of what a **literary text** says explicitly and inferentially, **as well as interpretations of the text**; this may include determining where the text leaves matters uncertain.
- **RL.CI.9-10.2.** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RL.IT.9-10.3.** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting

- Cite textual evidence to support analysis of theme, character and character development and plot.
- Analyze author’s choice of language, especially the use of literary devices, including tone, symbolism and motif.
- Research and evaluate the legitimacy of sources of information and present findings.
- Collaborate in conversation and on Chromebooks Use close reading strategies while reading and notetaking.
- Defend a viewpoint verbally and in writing
- Begin with with a quote analysis that will punctuate the dangers of rhetoric- “If a rhetorician and a doctor visited any city you like to name and they had to contend in argument before the Assembly or any other gathering as to which of the two should be chosen as doctor, the doctor would be nowhere, but the man who could speak would be chosen, if he so wished.” In class, students can analyze multiple quotes with a station based activity. Remotely, students can analyze the quotes using a digital breakout room or google meets/conferences in Schoology.
- Reading strategies, writing strategies, and historical background instruction work well with the use of peardeck, which can be implemented synchronously or asynchronously.
- Create a character chart to analyze the first impressions of characters in *The Wave*. Predict whether each character will succumb to peer pressure based on research.

motivations) develop, interact with other characters, and advance the plot or develop the theme.

- **RL.TS.9–10.4.** Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- **RL.MF.9–10.6.** Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- **RL.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Reading Informational:

- **RI.CR.9-10.1.** Cite a **range of** thorough textual evidence and make **clear and** relevant connections to **strongly** support an analysis of **multiple aspects of what an informational** text says explicitly and inferentially, **as well as interpretations of the text.**
- **RI.CI.9-10.2.** Determine **one or more central ideas of an informational text** and analyze how it is developed and refined over the course of a text, **including how it emerges** and is shaped by specific details; provide an objective summary of the text.
- **RI.IT.9-10.3.** Analyze how an author unfolds and **develops ideas throughout the text, including how an idea or series of ideas or events develop,** including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.TS.9-10.4.** Analyze in detail **the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and**

- Analyze the use of rhetoric in a speech of a student’s choice (provide additional resources)
- Analyze text for tone as well as how text can be misleading
Read a variety of Holocaust poetry in order to practice discussing tone.
- Research use of propaganda in modern society. Topics may include advertising or political propaganda, or pro-American and anti-American propaganda today.
- Edit their own writing for use of consistent verb tenses and parallel structure.
- Begin with with a quote analysis that will punctuate the dangers of rhetoric- “If a rhetorician and a doctor visited any city you like to name and they had to contend in argument before the Assembly or any other gathering as to which of the two should be chosen as doctor, the doctor would be nowhere, but the man who could speak would be chosen, if he so wished.”

In class, students can analyze multiple quotes with a station based activity. Remotely, students can analyze the quotes using a digital breakout room or google meets/conferences in Schoology.

- Reading strategies, writing strategies, and historical background instruction work well with the use of peardeck, which can be implemented synchronously or asynchronously.
- Create a character chart to analyze the first impressions of characters in *The Wave*. Predict whether each character will succumb to peer pressure based on research.

refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- **RI.PP.9-10.5.** Determine an author’s purpose in a text (**including cultural experience and knowledge reflected in text originating outside the United States**) and analyze how an author uses rhetorical devices to advance that purpose.
- **RI.AA.9-10.7.** Describe and evaluate the argument and specific claims in an **informational** text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Writing Domain

- **W.AW.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient **textual and non-textual** evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims **using sound reasoning, supplying data and evidence for each** while pointing out the strengths and limitations of both claim(s) and counterclaims in a **discipline-appropriate form** and in a manner that anticipates the audience’s knowledge level and concerns.
- **W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.SE.9–10.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness

- Analyze the use of rhetoric in a speech of a student’s choice (provide additional resources)
- Analyze text for tone as well as how text can be misleading (connecting back to the original quote exercise)
- Read a variety of Holocaust poetry in order to practice discussing tone.
- Research use of propaganda in modern society. Topics may include advertising or political propaganda, or pro-American and anti-American propaganda today.
- Small and large group class discussions
- Think Pair Share
- Collaborating on Chromebooks as pairs, small groups or a whole class
- Modeling and scaffolding of writing process with discussion of student writing models
- Peer editing
- Read alouds and independent reading
- Direct instruction
- Notes (Taking effective notes during reading to prepare for class discussion)
- Debates, dialectics and pinwheel discussions (done in person or in digital breakout rooms, if possible)
- Research activities
- Activities may be modified to be completed remotely. Hyperdocs, peardeck, and screencastify all assist with the creation of remote learning modifications.

Activity Descriptions:

of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Speaking and Listening Domain

- **SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
 - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9–10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

- Literary Analysis- Analyze examples of Nazi propaganda in *The Wave* and connect to actual examples of propaganda from World War II. Students will research in groups and present findings to the class, citing sources in MLA format.
- Research the life of a Holocaust survivor or upstander and present to the class. Use multiple sources to corroborate findings.
- Research- Using information from Aristotle’s rhetorical triangle and Orwell’s “Politics and the English Language,” Students will analyze Hitler’s “Speech to the Hitlerjugend.”

Anchor Texts:

- *The Wave* by Todd Strasser (independent reading)
- *Sarah’s Key* by Tatiana de Rosnay

Suggested Texts:

- *1984* by George Orwell (excerpt)
- “Speech to the Hitlerjugend” Adolf Hitler
- “Politics and the English Language” George Orwell
- TED-ED “The Art of Persuasive Speech”
- *Sister Rose’s Passion* (documentary)
- Opening Statement at the Nuremberg Trials by Robert H. Jackson
- “Under the Shadow of Paragraph 175” Stefan Kosinski interview (video)
- Informational articles, websites or film clips about psychological experiments related to groupthink, such as the Milgram Experiment, Stanford Prison Experiment, Bystander Apathy Experiment, and Nurses Experiment.

<ul style="list-style-type: none"> - SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. - SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. 		<ul style="list-style-type: none"> - Poems written by children of Terezin (if time) - Other poetry: <ul style="list-style-type: none"> - “First They Came” by Martin Niemoller - “A Poor Christian Looks at the Ghetto” by Czesław Miłosz. - “Never Shall I Forget” by Elie Wiesel - “To the Little Polish Boy Standing with His Arms Up” by Peter L. Fischl. - TED Talk: “I Grew Up In the Westboro Baptist Church. Here’s Why I Left” by Megan Phelps-Roper
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p>Self-Awareness:</p> <ul style="list-style-type: none"> - Recognize one’s feelings and thoughts. - Recognize the impact of one’s feelings and thoughts on one’s own behavior. - Recognize one’s personal traits, strengths, and limitations. - Recognize the importance of self-confidence in handling daily tasks and challenges. <p>Self-Management:</p> <ul style="list-style-type: none"> - Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors. - Recognize the skills needed to establish and achieve personal and educational goals. - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals. <p>Social Awareness:</p> <ul style="list-style-type: none"> - Recognize and identify the thoughts, feelings, and perspectives of others. 	<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> - Suggested Social Studies Resources for Content-Area Integration <ul style="list-style-type: none"> - NJSLS 6.3.12.D.1—<i>Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.</i> - NJSLS 6.3.8.Civics HR.1: <i>Construct an argument as to the source of human rights and how they are best protected.</i> - NJSLS 6.1.12.History CA.11.a: <i>Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</i> - NJSLS 6.1.12.HistoryCC.11.d: <i>Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</i>

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Relationship Skills:

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Identify ways to resist inappropriate social pressure.
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
- Identify who, when, where, or how to seek help for oneself or others when needed.

Responsible Decision-Making:

- Develop, implement, and model effective problem-solving and critical thinking skills.
- Identify the consequences associated with one's actions in order to make constructive choices.
- Evaluate personal, ethical, safety, and civic impact of decisions.

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> - Pinwheel Discussion- Option 1- Discuss the use of symbol, theme and motif in the novels. Option 2- Discuss and compare perspectives of war in various poems. - Read or view information about psychological experiments related to groupthink, such as the Milgram Experiment, Stanford Prison Experiment, Bystander Apathy Experiment, and Nurses Experiment. - Quizzes- Brief comprehension quizzes and one paragraph writing assignments for <i>The Wave</i> and other readings. - Admit and Exit slips - Quickwrite writing assignments as before, during and after reading comprehension strategies - Rhetorical analysis of TED Talk by Megan Roper - Poetry analysis activity from a variety of Holocaust poetry 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Honors 9 District Assessment #3- Multiple Choice and Essay <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Literary Analysis- Analyze examples of Nazi propaganda in <i>The Wave</i> and connect to actual examples of propaganda from World War II. Students will research in groups and present findings to the class, citing sources in MLA format. Holocaust Law: N.J.S.A. 18A:35-28 ● Research the life of a Holocaust survivor or upstander and present to the class. Use multiple sources to corroborate findings. Holocaust Law: N.J.S.A. 18A:35-28 ● Research- Using information from Aristotle’s rhetorical triangle and Orwell’s “Politics and the English Language,” Students will analyze Hitler’s “Speech to the Hitlerjugend.” Holocaust Law: N.J.S.A. 18A:35-28 ● Marking Period 3 District Assessment- Multiple Choice and Essay
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Chromebooks ● Novels ● Other readings ● Notebooks ● Online Learning 	<ul style="list-style-type: none"> ● Modified assessments as required ● Extra support through tutorial ● Extra support through 	<ul style="list-style-type: none"> ● Merriam-Webster Online ELL Dictionary 	<ul style="list-style-type: none"> ● Providing a variety of rigorous materials ● Allowing student choice to stimulate brain engagement

<p>Resources such as: No Red Ink and Edulastic</p> <ul style="list-style-type: none">Podcasts and TED Talks <p>Anchor Texts:</p> <ul style="list-style-type: none"><i>The Wave</i> by Todd Strasser (independent reading)<i>Sarah's Key</i> by Tatiana de Rosnay <p>Suggested Texts:</p> <ul style="list-style-type: none"><i>1984</i> by George Orwell (excerpt)"Speech to the Hitlerjugend" Adolf Hitler "Politics and the English Language" George OrwellTED-ED "The Art of Persuasive Speech"<i>Sister Rose's Passion</i> (documentary)Opening Statement at the Nuremberg	<p>modified readings</p>		
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<p>Trials by Robert H. Jackson “Under the Shadow of Paragraph 175” Stefan Kosinski interview (video)</p> <ul style="list-style-type: none">• Informational articles, websites or film clips about psychological experiments related to groupthink, such as the Milgram Experiment, Stanford Prison Experiment, Bystander Apathy Experiment, and Nurses Experiment.• Poems written by children of Terezin (if time) <p>Other poetry:</p> <ul style="list-style-type: none">• “First They Came” by Martin Niemoller• “A Poor Christian Looks at the Ghetto” by Czesław Miłosz.			
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- “Never Shall I Forget” by Elie Wiesel
- “To the Little Polish Boy Standing with His Arms Up” by Peter L. Fischl.
- TED Talk: “I Grew Up In the Westboro Baptist Church. Here’s Why I Left” by Megan Phelps-Roper

Supplemental Resources

Technology:

- Websites:
 - No Red Ink/Ed Puzzle/Edulastic
 - CrashCourse Literature, CrashCourse History, TedTalk, TedEd
- Schoology
- Ipevo Document Camera

Other:

- Post its, graphic organizers, other hands on materials as possible or practical.
- Throughout our readings, there are many connections that can be made including:
 - *The Wave* by Todd Strasser (independent reading)
 - *Sarah’s Key* by Tatiana de Rosnay
 - “Speech to the Hitlerjugend” Adolf Hitler
 - *Sister Rose’s Passion* (documentary)
 - Opening Statement at the Nuremberg Trials by Robert H. Jackson

- “To the Little Polish Boy Standing with His Arms Up” by Peter L. Fischl.
 - Holocaust Law: *N.J.S.A. 18A:35-28*
- “Under the Shadow of Paragraph 175” Stefan Kosinski interview (video)
 - LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35* Holocaust Law: *N.J.S.A. 18A:35-28*
- TED Talk: “I Grew Up In the Westboro Baptist Church. Here’s Why I Left” by Megan Phelps-Roper
 - Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a* LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*
- In the Literary Analysis Task and Research projects, students will research and analyze propaganda and the Holocaust.
 - Holocaust Law: *N.J.S.A. 18A:35-28*
- When we utilize various standards including RI.CT.9–10.8. (Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts), we will make connections to the world that emphasize the importance of discussing climate change and the impact on the environment.
 - **(Standards in Action: *Climate Change*)**

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Learning Contracts ● Centers/Stations ● Other readings ● Writing Conferences ● Think Pair Share ● Collaborating on Chromebooks as pairs, small groups or a whole class ● Modeling and scaffolding of writing process ● Peer editing ● Direct instruction ● ● 	<ul style="list-style-type: none"> ● Provide options for Comprehension ● Tiered Content/Activities ● Direct instruction ● Scaffolding ● Student-to-student support 	<ul style="list-style-type: none"> ● Enrichment Activities ● Direct instruction ● Scaffolding ● Teacher-to-student or student-to-student support 	<ul style="list-style-type: none"> ● Homogenous groupings with differentiated content and products as needed. ● Enrichment Activities ● Tiered Activities

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <i>Creativity and Innovation, Critical Thinking and Problem-solving and Global and Cultural Awareness</i>	
	Core Ideas:	<ul style="list-style-type: none"> • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original work without permission or appropriate credit.
	Performance Expectation/s:	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2). • •9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). • 9.4.2.DC.2: Explain the importance of respecting digital content of others.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> - Students will develop a growth mindset and focus on improving on their own continuum. - Students will have time to be creative, innovate, create new answers and approaches as well as appreciate the unconventional answers or skills of others- understanding how human resources often assists people with ways to collaborate in a manner that avoids groupthink and values diverse perspectives. - Students will learn how academic ethics affects their academic career and develop skills to use intellectual property and research effectively without plagiarizing. 	

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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