

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
1	(Unit 1) Indigenous and Colonial American Literature	45 Days

Grade 10 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"> ● What is American literature? ● What is the significance of journals, speeches, and oral tradition in historical analysis? ● What effect does Native American oral tradition have on Anglophonic American Literature? ● What are the defining features of colonial literature? ● How does Colonial literature continue to affect modern/contemporary American literature and culture? ● How does colonial lifestyles and morality affect their literature? ● How does the experience of a slave affect the early American mythos? <p><u>Learning Targets:</u></p> <p><i>Students will know</i></p> <ul style="list-style-type: none"> ● The difference between spoken and written standard English. ● How to use reference materials for research purposes. ● Academic expectations for writing such as using present tense for writing about literature. ● Model approaches to effective reading, writing, research, speaking and

- 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. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.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 nuances in the meaning of words with similar denotations.
- C. **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.

listening.

- Different methods of note-taking, particularly the Cornell style.
- The structure and literary elements of memoirs.
- The historical and social context of memoirs.
- The characteristics that define colonial writing.

Students will be able to

- Understand what a literary movement means
- Make effective word choices for formal and narrative writing
- Revise writing based on specific skills that need to be emphasized (such as specific punctuation)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) determine or clarify its precise meaning, its part of speech, and/or its etymology.
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Recognize society's role in determining what is right and wrong.

Unit Enduring Understandings:

- American literature comprises many different types of literature that has its origins in both Anglophone literature and non-Anglophone literature.
- Journals, speeches, and oral stories serve as a primary historical source for understanding the people and culture of the time period.
- Native American oral traditions have direct influences on early American literature, such as in the early drafts of the Constitution
- colonial literature, which founded what is traditionally known as Early American literature, focus on more precise diction and is heavily influenced by day-to-day life
- Colonial literature continues to affect American literature's conception of morality and religiosity
- Minority voices are especially important for providing a well-rounded and accurate historical context

-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 a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

-RL.TS.9-10.4. Analyze in detail the 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) to create specific effects (e.g. mystery, tension, or surprise).

-RL.PP.9-10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

-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).

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.

Activity Description:

Small and large group discussions (i.e. Think-Pair-Share)

Discussion on female writers and their impacts on literary history

Close reading activities related to assigned texts

Guided or interactive editing or revision exercises

Sustained Silent Reading and note taking

Context Clues activities to strengthen vocabulary

Complete graphic organizers, such as TPCASTT forms and Venn Diagrams

Writing revision tasks, both independently and with partners.

Interdisciplinary Connections:

- **Suggested Visual and Performing Arts Resources for Content- Area Integration**
 - 1.2.12.Cr1b: Organize and design artistic ideas for media arts productions.
- **Suggested Science Resources for Content-Area Integration**
 - HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- **Suggested Math Resources for Content-Area Integration**
 - MP.2 Reason abstractly and quantitatively. (HS-LS4-1)
- **Suggested Social Studies Resources for Content-Area Integration**
 - 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
 - 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
 - 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

-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.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.**

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.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

-W.IW.9-10.2. Write informative/explanatory texts (**including the narration of historical events, scientific procedures/ experiments, or technical processes**) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to **aid in** comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.NW.9–10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

-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 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).

W.RW.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

-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.

<p>-SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Responsible Decision-Making • Relationship Skills 	<ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges • Recognize the skills needed to establish and achieve personal and educational goals • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Develop, implement, and model effective problem-solving and critical thinking skills • Utilize positive communication and social skills to interact effectively with others 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Venn Diagram comparing and contrasting creation stories • Creation Story writing prompt using TAG/RACES • Native American Poetry Close Reading Questions • Cornell Notes on Native American and Colonial Literature • Thematic statement activity using Google Slides • Colonial Literature comparison graphic organizer • Characterization activities for <i>The Interesting Narrative of the Life of Olaudah Equiano</i> 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • English 10 Honors Diagnostic Assessment • English 10 Honors District Assessment • Linkit Benchmark Assessments • IXL Diagnostic Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Research Analysis: <ul style="list-style-type: none"> ○ Essay on Native Literature: Research the Lenape people and discuss how their cultural beliefs are reflected in their creation stories..

<ul style="list-style-type: none"> ● Identify Ethos, Pathos, Logos rhetorical appeals in Julius Caesar and <i>The Interesting Narrative of the Life of Olaudah Equiano</i> ● Author’s purpose graphic organizer ● Think, Pair, Share group activities ● Alternative Assessments (projects, student portfolios, performance based assessments) ● Writing workshop/peer editing activities ● Informational text compare/contrast activities 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) ○ Project: Option 1: Research the modern relevance of Julius Caesar and create a presentation on how rhetoric is an important tool in political manipulation. Option 2: Research a modern figure and compare them to a character from <i>Julius Caesar</i>. ■ (Holocaust Law: N.J.S.A. 18A:35-28) ● Narrative Writing: Journal Writing <ul style="list-style-type: none"> ○ Write a journal as if you were a colonist living in Salem Massachusetts during the Salem Witch Hunt. ○ Write a journal entry from the perspective of a character in <i>Waterlily</i>. ○ Create an original Native American poem based on characteristics of Native American Literature discussed in class ● Literary Analysis: <ul style="list-style-type: none"> ○ Compare and Contrast Literary Analysis Essay on Colonial Writers and their writing styles. ○ Closely read the poem “A Mark of Resistance” by Adrienne Rich and compare the speaker of the poem’s tone to Brutus in Julius Caesar <ul style="list-style-type: none"> ■ (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) ○ Write an essay that focuses on the diction Equiano uses in his memoir and how it affects his audience <ul style="list-style-type: none"> ■ (Amistad Law: N.J.S.A. 18A 52:16A-88) ■ (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) ● Multiple choice NJSLA-style test on <i>Equiano</i> <ul style="list-style-type: none"> ○ (Amistad Law: N.J.S.A. 18A 52:16A-88)
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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"> ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers 	<ul style="list-style-type: none"> ● Extra Support Readers ● Provide options for Comprehension ● Tiered Content/Activities 	<ul style="list-style-type: none"> ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities ● Provide a variety of materials 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Compacting ● Tiered Content/Activities

<ul style="list-style-type: none"> ● Online Simulations ● Teacher Editions ● Student Editions 	<ul style="list-style-type: none"> ● Provide a variety of materials ● Provide options for perception ● Manipulatives 		<ul style="list-style-type: none"> ● Provide a variety of rigorous materials
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Supplemental Resources

Technology:

- Websites:
 - Formative, Vocabulary, Blendspace, Canva
 - CrashCourse Literature, CrashCourse History, TedTalk, TedEd, Commonlit
- Schoology, Google classroom, Teacher website, IXL
- Librivox, Lit2Go, Project Gutenberg
- Ipevo Document Camera

Other:

Suggested literary texts

- Lenape myth “Earth on the Turtle’s Back”
 - **(Standards in Action: Climate Change)**
- Journals and Essays
 - “On their Safe Arrival” by William Bradford
 - The Diary of Samuel Sewall Excerpt
 - The Diary of William Byrd Excerpt
 - Excerpt from “Trail of Tears Diary” on Commonlit
- Poetry and Speeches
 - Anne Bradstreet’s “The Author to her Book”
 - Anne Bradstreet’s “The Burning of our House”
 - “Chief Powhatan’s Address to Captain John Smith”
 - “Red Cloud’s Speech After Wounded Knee”
 - “King Philip’s Speech”
 - “Eulogy on King Philip”
 - “Red Jacket’s Defense”
- *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano **(Amistad Law: N.J.S.A. 18A 52:16A-88) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

- *Julius Caesar* by William Shakespeare

Suggest informational texts

- The Great Law of Peace: The Iroquois Constitution (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**) to discuss gender roles and expectations)
- Commonlit Articles
 - o “UN Explores Native American Rights in U.S.” by Michael Martin
 - o “Behind the Native American Achievement Gap” by Celeste Headlee
 - o “Life on Reservations” by Jessica McBirney (**Standards in Action: Climate Change**)
- Excerpts from *Outline of American Literature: Pre-Colonial to Realism* by Kathryn Spankeren

Classroom Equipment:

- Smartboard
- Laptop/Chromebook and Internet
- Whiteboard for the classroom
- Novels/books

**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 • Interactive Journals • Leveled Readers • Online Simulations • Teacher Editions • Student Editions 	<ul style="list-style-type: none"> • Extra Support Readers • Provide options for Comprehension • Tiered Content/Activities • Provide a variety of materials • Provide options for perception • Manipulatives 	<ul style="list-style-type: none"> • Online Thesaurus • Extra Support Readers • Tiered Content/Activities • Provide a variety of materials 	<ul style="list-style-type: none"> • Enrichment Readers • Enrichment Activities • Compacting • Tiered Content/Activities • Provide a variety of rigorous materials

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.	
	Core Ideas:	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem-Solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy
	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). ● 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). ● 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. ● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). ● 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics. ● 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1). ● 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3). ● 9.4.12.DC.5: Debate laws and regulations that impact the development and use of

		<p>software.</p> <ul style="list-style-type: none">● 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.● 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).● 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).● 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).● 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).● 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).● 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
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		<ul style="list-style-type: none"> ● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Continually self-reflects and seeks to improve the essential life and career practices that lead to success; ● Uses effective communication and collaboration skills and resources to interact with a global society; ● Possesses financial literacy and responsibility at home and in the broader community; ● Plans, executes, and alters career goals in response to changing societal and economic conditions; and ● Seeks to attain skill and content mastery to achieve success in a chosen career path. 	

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