

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
2	(Unit 2) Rationalism and Revolutionary America	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>Essential Question/s:</p> <ul style="list-style-type: none"> • How do writers/speakers utilize rhetorical devices to encourage readers/listeners to take action? • Why do people write about themselves? • What are the benefits of reading stories about other peoples’ lives? • How does reading and/or writing a memoir enhance self-reflection? • How is satire used to criticize both larger systems of government and individuals? • How can poetic form show patriotism? <p>Learning Targets: <i>Students will know</i></p> <ul style="list-style-type: none"> • The definitions of the following literary terms and techniques: biography, autobiography, point of view, memoir, mood, anecdote, chronological order, tone, comic relief and credibility. • How to interpret figurative language and other rhetorical techniques • Review basic terms used in the writing process such as: brainstorm, free-write, draft, revise and edit. • Strategies for hooking a reader and holding his/her interest. • “Show, don’t tell” strategies for elaboration, such as: writing in present

- 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.

tense, using dialogue, internal thought, and sensory imagery.

- Drafting and revising are essential to good writing.
- Providing and receiving commentary, both complementary and critical, can enhance the quality of peer writing.

Students will be able to

- Recognize and observe differences between the conventions of spoken and written standard English
- Identify and utilize rhetorical devices
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech
- Work independently and collaboratively to present cited information
- Present information in the form a debate
- Use literary terms related to autobiographies, with fluency in discussion and interpretation of readings.
- Research and compare contemporary events to historical events
- Edit and evaluate papers using all available resources and technology including teacher feedback and peer review.

Unit Enduring Understandings:

- Writers/speakers use rhetorical appeals to incite a reaction in the audience
- Authors, like Benjamin Franklin, write to not only reflect on their experiences but help others to understand themselves. The individual experience can become universal through use of effective storytelling techniques.
- Rhetorical tactics have essentially stayed the same over time but different rhetorical techniques have been favored over time.
- Satire is used to explore the system of government and/or an individual.
- Connotation and diction are important for efficient communication.
- Questioning and contributing help readers convey their message, explore issues and clarify their thinking.
- The language of poetry can express both idealism and criticism.

Activity Description:

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

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

-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.

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.

Research historical events and make connections to the literary movement and authors' writing styles

Discussion on 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
 - 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **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.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
 - 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

-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 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.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.

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

-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.

<p>-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> <p>-SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</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>Formative Assessments:</p> <ul style="list-style-type: none"> • <i>The Autobiography of Benjamin Franklin</i> close reading questions • Read and analyze Phillis Wheatley’s poetry • Compare how the Tony Award Winning play <i>Hamilton</i> portrays the Founding Fathers 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • English 10 Honors Diagnostic Assessment • English 10 Honors District Assessment • Linkit Benchmark Assessments • IXL Diagnostic Assessment <p>Summative Assessments:</p>

- Discuss tone and word choice to understand the intention of Revolutionary writers
- Using several inspirational speeches from different movies, decide how the speakers utilize ethos, pathos, and logos to appeal to the listeners and incite action
- Define success using large post its and make connections to Franklin’s autobiography
- Say, Mean, Matter chart to analyze Franklin’s diction in his autobiography
- Identify and analyze Franklin’s aphorisms and create posters to make connections to life today
- Graphic organizers identifying and analyzing the authors’ use of rhetorical devices in Revolutionary writing
- Short writing tasks related to assigned reading
- Harvard style outline note taking activities
- Identify rhetorical devices used in modern persuasive articles

- Narrative Writing
 - Create a journal similar to Franklin by reflecting on aspects of yourself you wish to improve. Follow this process for one week and answer honestly on your progress. At the end of the week, write an essay on your journey and what you have learned through this process.
 - Put yourself in the shoes of a colonist and write a response to Thomas Paine’s “Common Sense.”
 - Have students write in the perspective of a different character in Franklin’s autobiography to discuss and understand point of view.
- Literary Analysis
 - Create a body biography for a character in *The Lord of the Flies* that shows understanding of character development and how that character develops a theme in the text.
 - NJSLA style test on *The Autobiography of Benjamin Franklin*
 - Construct a satirical poster or skit as an American colonist during the Revolution that attempts to show the various issues caused by the British monarchy.
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- Research Essay
 - Research a modern day figure who had a similar rags to riches story as Franklin. Construct a research essay about this figure using multiple sources.
 - Watch the Sister Rose’s Passion documentary and construct an essay based on the documentary
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
 - Read Franklin’s Petition from the Pennsylvania Society for the Abolition of Slavery and analyze how Franklin attempts to petition Congress on the abolition of slavery. Research a contemporary cause you are passionate about and construct your own letter to Congress.
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
 - **(Standards in Action: Climate Change)**

**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources

Alternate Core Resources

ML Core Resources

Gifted & Talented Core Resources

	<i>IEP/504/At-Risk/ESL</i>		
<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

Supplemental Resources

Technology:

- Websites:
 - Commonlit, Formative, Vocabulary, Blendspace
 - CrashCourse Literature, CrashCourse History, TedTalk, TedEd
- Schoology, Teacher website, IXL, Linkit
- Librivox, Lit2Go, Project Gutenberg
- Google Slides, Google Drive, Google Docs

Other:

Suggested literary texts

- Scripts from the *Hamilton* Musical
 - “Alexander Hamilton”
 - “The Story of Tonight”
 - “Right Hand Man”
- “His Excellency General Washington” by Philis Wheatly (**Amistad Law: N.J.S.A. 18A 52:16A-88**) (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- *The Lord of the Flies* by William Golding

Suggest informational texts

- Commonlit Articles
 - “The Revolutionary Rise of Abolitionists” (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
 - “Booker T. Washington vs. W.E.B Dubois” (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
 - “I Survived Climate Disaster, But I Don’t Want to Be a Climate Statistic” by Marinel Sumook Ubaldo (**Standards in Action: Climate Change**)
- *The Autobiography of Benjamin Franklin*
- “The Crisis” and “Common Sense” by Thomas Paine

- Petition from the Pennsylvania Society for the Abolition of Slavery by Benjamin Franklin (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- *The Declaration of Independence*
- *Outline of American Literature: Pre-Colonial to Realism* by Kathryn Spankeren
- “Women Who Fought For the Vote” (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)

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

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY</p>	<p>Disciplinary Concept:</p>	
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem-Solving ● Digital Citizenship

SKILLS		<ul style="list-style-type: none"> ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy
	<i>Performance Expectation/s:</i>	<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 software. ● 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).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- **9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

		<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. ● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
	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>
----------	---	----------	---	----------	---	----------	--	----------	---