

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	(Unit 3) American Romanticism	45 Days

Grade 10 NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
Language Domain	
<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.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● How is Romanticism a response to Rationalism? ● How do post-Revolutionary war feelings affect literature? ● How can readers recognize the theme in a poem? ● How do the poetic devices in a poem add to the layers of meaning? ● How does the visual format affect the interpretation of the poem? ● How do writers/speakers utilize rhetorical devices to encourage the audience to take action? ● How do Transcendentalist tenets encourage fighting for civil rights? ● How does Industrialism affect literature during the Romantic Movement? ● Why is diction important? How do authors construct tone? ● How is the pattern of conflict development and resolution different in short stories and novels? ● How can literature written in the past be useful in the present or future? ● Why is it useful to question an author or text? ● How does Transcendentalist ideology affect American culture after the movement?

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

-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.

- 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.
- 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**

Learning Targets:

Students will know

- Content appropriate vocabulary
- Model approaches to effective reading, writing, research, speaking and listening
- The definition of poetry specific vocabulary, such as meter, rhyme, scansion, free verse, blank verse, internal rhyme, etc.
- Different forms of poetry and the characteristics of each form
- Objects, colors, and imagery can be symbolic and add a deeper meaning to a work of literature.
- Drafting and revising are essential to good writing.
- Basic literary elements and concepts such as: setting, plot (exposition, rising action, climax, falling action, denouement/resolution), conflict (internal/external), theme, direct and indirect characterization, symbolism, irony, suspense, point of view, unreliable narrator and how they contribute to the overall meaning of the short story.
- The theme is developed throughout the story based upon the common ground between the reader and the author, which supports the general underlying truths of universal life experiences.
- Society's aesthetic changes over time due to historical events
- The characteristics of Gothic Romantic Writing and Transcendentalism.

Students will be able to

- Use key ideas and details to understand a text
- Determine a central idea and analyze its development
- Cite textual evidence, make inferences, and evaluate an argument and claim.
- Identify and discuss the symbolism behind objects and characters in the novel.
- Work independently and collaboratively to present cited information
- Present information in the form a debate
- Research and compare contemporary events to historical events
- Edit and evaluate papers using all available resources and technology including teacher feedback and peer review.
- Collaborate with peers on projects and interpretations
- Compare and contrast poetry and prose
- Use literary terms correctly while discussing and writing poetry.

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 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.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).**

Unit Enduring Understandings:

- People read to learn as well as to be entertained.
- Literature is can be a shared experience through discussion about interpretation
- In poetry, every aspect, including line, white space, sound, and figurative language is purposeful and related to the overall meaning of the poem.
- The purpose of the government is to help and protect its people.
- An individual’s actions affect other people.
- Literature can reflect humanity’s most controversial issues.
- Effective storytellers do not simply “tell” of their experience; they employ methods that reveal or “show” their experience.
- Critical reading and thinking means considering various points of view and thoroughly questioning an author or text before making any decisions.
- It is important to evaluate the logical evidence of an argument before accepting it as valid, but appeals to emotion and ethics often cause a stronger audience response.
- Literature conveys an understanding of the human condition, the conflicts and relationships that transcend time and place.

Activity Description:

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

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.

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 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

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.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
 - 6.1.12.EconNE.5.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
 - 6.1.12.HistoryCC.3.b: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

-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

<p>incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>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.</p> <p>-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.</p> <p>-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> <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.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 	

	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Utilize positive communication and social skills to interact effectively with others 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">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"> • TPCASTT of Poe’s poems in groups • Create a song playlist for an assigned character from <i>The Scarlet Letter</i> • Characterization chart of the characters in “The Legend of Sleepy Hollow” • Venn Diagram comparing and contrasting Gothic Romanticism and Transcendentalism • In-class recitation of Poe’s poetry • Write a news report based on “The Legend of Sleepy Hollow” • Vocabulary quizzes on Poe and Irving • Close reading analysis of essays by Emerson done in pairs • Analyze poetry of Emily Dickenson and/or Walt Whitman to understand tone. • Create a campaign poster for the characters in <i>The Scarlet Letter</i> to help students closely analyze a character’s ideology • Give a short presentation on how Emerson’s tenets of Transcendentalism affects contemporary media • In class debate on themes and issues presented in <i>The Scarlet Letter</i> • Say, Mean, Matter chart related to theme in <i>The Scarlet Letter</i> • Thematic Statement Google Slides activity for <i>The Scarlet Letter</i> • Peer Editing Workshops • Write Reverend Dimmesdale’s sermon in <i>The Scarlet Letter</i> using rhetorical appeals 	<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> <ul style="list-style-type: none"> • Narrative Writing <ul style="list-style-type: none"> ○ Select one of the tenets of Transcendentalism and create a 20-line poem similar to one of the Transcendentalist authors studied. ○ Change the ending of “The Legend of Sleepy Hollow” or Poe’s “The Cask of Amontillado” mimicking the original author’s style. • Research Writing <ul style="list-style-type: none"> ○ Read the article “How Henry David Thoreau Studied Climate Change (Without Realizing It)” and conduct a similar research experiment with our community. <ul style="list-style-type: none"> ■ (Standards in Action: Climate Change) ○ Research a modern example similar to the prejudice that Hester faces from her community. Discuss how <i>The Scarlet Letter</i> can be used to examine isolation and use your example to help support your points. <ul style="list-style-type: none"> ■ (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) • Literary Analysis <ul style="list-style-type: none"> ○ Literary Analysis Essay on themes presented in <i>The Scarlet Letter</i>. 	

<ul style="list-style-type: none"> Alternative Assessments (projects, student portfolios, performance based assessments) 	<ul style="list-style-type: none"> In a project, analyze the importance of setting in <i>To Kill a Mockingbird</i> <ul style="list-style-type: none"> (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) <ul style="list-style-type: none"> (Amistad Law: N.J.S.A. 18A 52:16A-88) Multiple choice NJSLA style Exam on <i>The Scarlet Letter</i> AP Literature style exam on Transcendentalism.
---	---

**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 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, Canva, Kahoot
 - CrashCourse Literature, CrashCourse History, TedTalk, TedEd, Commonlit
- Schoology, Teacher website, IXL
- Librivox, Lit2Go, Project Gutenberg
- Notebook program
- Google Slides, Google Docs, Google Drive

Other:

Suggested literary texts

- The Scarlet Letter* by Nathaniel Hawthorne

- *To Kill a Mockingbird* by Harper Lee (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**) (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- *Walden* by Henry David Thoreau
- Selected poems from *Leaves of Grass* by Walt Whitman (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- Selections of Emily Dickinson poetry (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- “The Cask of Amontillado,” and “The Black Cat” by Edgar Allan Poe
- “The Legend of Sleepy Hollow” by Washington Irving

Suggest informational texts

- “Nature” and “Self Reliance” by Ralph Waldo Emerson
- “Civil Disobedience” by Henry David Thoreau
- Commonlit Articles
 - “Conformity” by Charlotte Harrison
- “The Salem (and other) Witch Hunts by Mike Kubic (**Holocaust Law: N.J.S.A. 18A:35-28**)
- “Rip Van Winkle Disease” article
- *Outline of American Literature: Pre-Colonial to Realism* by Kathryn Spankeren
- “Letters from Birmingham Jail” by Martin Luther King, Jr. (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**) (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- “Modern Lessons from the Letter from Birmingham Jail” by Dean Prabu David (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)

**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:	
	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

		<p>to users (e.g., 8.1.12.NI.3).</p> <ul style="list-style-type: none">● 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).
--	--	--

		<ul style="list-style-type: none"> ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.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>