

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	The American Dream	45 Days

Grade 11 NJSL- ELA	Core Ideas and Practices Interdisciplinary Standards
Language Domain	Anchor Text: <i>The Great Gatsby</i> by F. Scott Fitzgerald
<p>L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. apply the understanding that usage is a matter of convention, can change over time and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions. <p>L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> 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 syntax for effect, apply an understanding of syntax to the study of complex texts. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. What is the American Dream? 2. What is the connection between language and identity? 3. What is a “social commentary” piece? What purpose can such pieces serve in society? 4. Is the American Dream equally available to all people? 5. What conflicts arise in literature because of the tension between characters and their setting? 6. In what ways does the American Dream mean different things for different Americans? 7. Why do we desire to live the American Dream? 8. To what extent can socio-economic circumstances impact an individual’s ability to achieve the American Dream? Does this undermine the “essence” of the philosophy of the American Dream? 9. How do social standing and economic success impact a person’s sense of self? How do these elements affect society’s perception of a person? 10. Why might the past repeat itself? Can we run from our pasts?

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11-12.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable).

C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

- 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, its etymology, or its standard usage.
- 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.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Activity Description:

- Anticipatory sets (Do Now, enter cards, student-generated questions)
- Dramatic readings
- Student-driven analysis and discussion of assorted texts, with instructor support
- Oral or written responses to discussion questions
- Literary/rhetorical analyses of selected texts
- Direct instruction regarding the use of text to effectively support a claim
- Summary vs paraphrasing mini-lesson
- In-text citation mini-lesson
- Various short response writing emphasizing the connection to themes
- Debate(s)
- Gallery walks
- Socratic Seminars
- Writer's Workshops
- Sustained silent reading
- Informational text analysis
- Current events and news reporting
- Set designing
- Monologue writing and dramatic reading
- Heritage research and character connection

Interdisciplinary Connections:

- **Suggested Visual and Performing Arts Resources for Content- Area Integration**
 - Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
 - Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Reading Domain

Reading Literature

RL.CR.11-12.1. Accurately cite a **range of thorough** textual evidence and make relevant connections to strongly support a **comprehensive** 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.11-12.2. Determine two or more themes of a **literary** text and analyze how they are **developed and refined** over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11-12.3. Analyze the impact of an author's choices **as they develop ideas throughout the text regarding** how they develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.TS.11-12.4. Evaluate the author's choices concerning the structure and the **effectiveness** of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.

RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).

RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message).

- Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

- **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.HistoryUP.11.a:** Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

- **-6.1.12.D.13.a** Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

RL.CT.11-12.8 Demonstrate knowledge of, analyze, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

Reading Informational

RI.CR.11-12.1. Accurately cite a **range of** thorough textual evidence and make **relevant connections to** strongly support a **comprehensive** analysis of **multiple** aspects of what an **informational** text says explicitly and inferentially, **as well as interpretations of the text.**

RI.CI.11-12.2. Determine two or more central ideas of an **informational** text and analyze how they are **developed and refined over the course of a text** including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.IT.11-12.3. Analyze the **impact of an author's choices as they develop ideas throughout the text regarding** a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11-12.5. Analyze an author's **purpose in a text, distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.**

RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an

interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).

RI.AA.11-12.7. Describe and evaluate the reasoning in seminal US and global texts and the premises, purposes, and arguments in **these** works.

RI.CT.11-12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Writing Domain

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- 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 (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. 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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- 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.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; **sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing)**; or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

Speaking and Listening Domain

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and

<p>solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.PI.11–12.4 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.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</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 one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

	<ul style="list-style-type: none">● Recognize the skills needed to establish and achieve personal and educational goals● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals● Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural background● Demonstrate an understanding of the need for mutual respect when viewpoints differ● Demonstrate an awareness of the expectations for social interactions in a variety of settings● Develop, implement, and model effective problem-solving and critical thinking skills● Identify the consequences associated with one's actions in order to make constructive choices● Evaluate personal, ethical, safety, and civic impact of decisions● Establish and maintain healthy relationships● Utilize positive communication and social skills to interact effectively with others● Identify ways to resist inappropriate social pressure● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	
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	<ul style="list-style-type: none"> Identify who, when, where, or how to seek help for oneself or others when needed 	
<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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Quizzes - comprehension, meaning, vocabulary Small and large group discussions Short writing responses for understanding, analysis, synthesis, and evaluation Literature and informational text analysis Flipped lessons on online platforms Daily free writes Dramatic Readings Close readings of anchor text excerpts Graphic organizers for analyzing themes, rhetorical devices and other unit specific over extended periods of time and collecting information for essays Alternative Assessments (projects, student portfolios, performance-based assessments) Socratic Seminars 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Diagnostic Assessment District Assessments Linkit Benchmark Assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Comprehensive Assessment - Complete a multiple choice assessment based on specific acts/scenes with close reading excerpts provided. Literary Analysis - Students will read F. Scott Fitzgerald’s <i>The Great Gatsby</i> and then compose an argument that claims whether the novel acts as a reinforcement of the American Dream or a criticism. Research Analysis - Research various topics of the American Dream in connection with the novel, and interpret how the events of the novel coincide and develop from history’s hardships. Break down the plight of Gatsby, Nick, or Wilson in connection with what was happening in history during this time. Discuss the obstacles the characters faced and use your research to support your ideas. SAT Model Essay. Write an essay in which you explain how (insert author name) builds an argument to persuade (his/her) audience that (insert main idea of reading). In your essay, analyze how (insert author name) uses one or more of the features in the directions above (or features of your own choice) to strengthen the logic and persuasiveness of (his/her) argument. Be sure that your analysis focuses on the most relevant features of the passage. Your essay should not explain whether you agree with (insert author name) claims, but rather explain how (insert author name) builds an argument to persuade his/her) audience. NJSLA narrative task related to anchor text or supportive text NJSLA multiple choice assessment

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"> ● interactive notebooks ● anchor texts ● supplemental texts ● graphic organizers ● Schoology technologies ● Smartboard technologies ● online resources (Padlet, CommonLit, EdPuzzle, Quizlet, Khan Academy, TedEd, Kahoot, NYT Learning Network) ● literary analysis of selected texts ● supplemental readings of poetry, short story, nonfiction, informational, historical, art in context, music in context ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Editions 	<p>In addition to Core Resources:</p> <ul style="list-style-type: none"> ● Extra Support Readers • Provide options for Comprehension ● Tiered Content/Activities In addition to Core Resources ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities ● Provide a variety of materials In addition to Core Resources ● Enrichment Readers ● Enrichment Activities ● Compacting ● Tiered Content/Activities ● Manipulatives ● Study guides ● test retakes ● added time ● preferential seating ● graphic organizers ● test modifications ● quiz modifications ● essay outlines ● test review ● shorter assignments ● assignment calendars 	<p>In addition to Core Resources:</p> <ul style="list-style-type: none"> ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities ● Provide a variety of materials ● Extend time requirements ● preferred seating ● supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric 	<p>In addition to Core Resources:</p> <ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Compacting ● Tiered Content/Activities ● introductory activities based on themes ● enhanced assignment calendar ● extended writing prompts ● list of supplemental novels and other literature

Supplemental Resources

Technology:

- Schoology
- Google Drive
- Various flipped classroom platforms

Other:

Novel Excerpts

Nghi Vo *The Chose and the Beautiful* (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)

Sara Greun *Water for Elephants*

John F. Kennedy *Nation of Immigrants* (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)

Kyle Korver *Privilege*

Ruth Stone *Eden, Then and Now*

F. Scott Fitzgerald *This Side of Paradise*

Toni Morrisson *Jazz* (**Amistad Law: N.J.S.A. 18A 52:16A-88**)

Virginia Woolf *Mrs. Dalloway*

Poetry

Langston Hughes, “Let America be America Again” (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)

Langston Hughes, “A Dream Deferred” (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)

Edna St. Vincent Millay, “I Like Americans”

Articles

David M. Kennedy, “The Great Depression”

Henry David Thoreau, “Civil Disobedience”

Lisa Anderson, “Prohibition and Its Effects”

The Gilder Lerhman Institute of American History, “The Roaring Twenties”, “The Great Gatsby Through a Different Lens”

Short Stories

Alice Walker, “Everyday Use” (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**) (**Amistad Law: N.J.S.A. 18A 52:16A-88**)

Amy Tan, “A Pair of Tickets” (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)

Bernard Malamud, “The First Seven Years”

Flannery O’Connor, “A Good Man is Hard to Find”

Franz Kafka, “The Bucket Rider”

F. Scott Fitzgerald, “Winter Dreams”

Jhumpa Lahiri, *Interpreter of Maladies* (collection) (**Holocaust Law: N.J.S.A. 18A:35-28**)

Joyce Carol Oates, “Where are You Going, Where have You Been?”

Katherine Anne Porter, “The Jilting of Granny Weatherall”
Nadine Gordimer, “The Train from Rhodesia”
Ralph Ellison, “King of the Bingo Game” (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
Saul Bellow, “Leaving the Yellow House”
Sherwood Anderson, “Sophistication”
F. Scott Fitzgerald “The Diamond as Big as the Ritz”

Nonfiction

Maya Angelou *Graduation* (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**) (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
Lars Eighner *On Dumpster Diving*
Nancy Mairs *On Being a Cripple*
Joey Franklin *Working at Wendy’s*
Annie Dillard from *An American Childhood*

**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"> ● teacher-led instruction ● close reading excerpts ● Direct instruction regarding the use of text to effectively support a claim ● Various essays emphasizing specificity ● Instruction support in selecting relevant textual evidence and its implementation ● Direct instruction on research process 	<ul style="list-style-type: none"> ● Utilize a multi-sensory (VAKT) approach during instruction, and provide alternate presentations of skills by varying the method ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, and 	<ul style="list-style-type: none"> ● positive reinforcement ● check often for understanding ● review, oral/visual directions/prompts when necessary ● Deliver instruction utilizing varied learning styles to incorporate languages 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● integrate active teaching/learning opportunities ● incorporate authentic components ● propose interest-based extension activities, and connect student to related talent development opportunities

	repeat instructions as needed.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	<i>Core Ideas:</i>	<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 	
	<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.LF8). ● 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.PF3). ● 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 	

		<p>safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</p> <ul style="list-style-type: none">● 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., NJSLA.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., NJSLA.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., NJSLA.W1, 7.1.AL.PRSNT.4).● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit
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		<p>messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <ul style="list-style-type: none"> ● 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. ● 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>
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