

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: Seeking Valor in Hardship: Morality During and After The Great Depression	8-10 weeks

<p>Grade 11 NJSLS - ELA</p>	<p>Core Ideas and Practices Interdisciplinary Standards</p>
<p>Language Domain</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● What are the rhetorical effects of such syntactical techniques as periodic sentences, imperative sentences, parallel structure, etc.? ● What mediums were used during the Great Depression to palliate the economic suffering for the majority of Americans? ● Is morality viable in the face of great hardship, or is it a fair-weather ideal with too high a cost in trying times? ● What rhetorical effects were achieved in FDR’s “fire-side chats”? ● How can a speaker “win over “ a bellicose audience? ● How do writers/speakers convey implicit meaning (the between-the-lines meaning)? <p>Learning Targets:</p> <ul style="list-style-type: none"> ● The arts provide a powerful medium that we may use as a lens to evaluate history. ● Speakers use the art of rhetoric to further their ends, whether those ends are for good or ill. ● Understanding a speaker’s methodology can immunize an audience against manipulation, can enhance comprehension, and can provide a scaffold on which to build one’s own argument.
<p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p style="padding-left: 40px;">A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p style="padding-left: 40px;">B. Observe hyphenation conventions.</p> <p style="padding-left: 40px;">C. Recognize spelling conventions.</p> <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> <p style="padding-left: 40px;">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.</p>	

- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. 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.

- Argument is most effective when it is informed and structured rationally.
- Rhetorical speaking techniques can extend beyond the written word (i.e. body language, eye contact, gestures, etc.).
- Rhetorical strategies are not exclusive to nonfiction writing. All writers apply such strategies in order to develop attitude, symbolism, and theme.
- The Great Depression challenged American mindsets and cast politicians in a negative light that President Roosevelt needed to re-shade, and one method by which he did so was speeches.
- Implicit meaning is often best interpreted once the purpose of the whole text is identified.
- Rhetorical strategies can be the difference between an unwieldy crowd and an attentive audience.
- Syntactical techniques can serve various purposes (e.g. varying pace, building momentum, establishing rhythm, mirroring content).

Anchor Texts: *The Grapes of Wrath* by John Steinbeck and *The Crucible* by Arthur Miller (**Standards in Action: Climate Change**)

- Activate prior knowledge by having students research elements of the Great Depression (e.g. the stock market crash, the banking crisis, the Dust Bowl, etc.)
- Anticipatory sets (Do Now, enter cards, student-generated questions)
- 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

Poetry:

- Marge Piercy, “To Be of Use”
- E.Y. Harburg, “Brother, Can You Spare a Dime”

Supplementary Nonfiction:

- 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.

Reading Domain

Reading Literature

RL.CR.11–12.1. Accurately cite strong and 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 the 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 the author’s choices as they develop ideas throughout the text regarding how to 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).

- Fareed Zakaria, “How to Restore the American Dream”
(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)
- Matthew B. Crawford, “The Case for Working with Your Hands”
(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)
- Franklin Delano Roosevelt’s First, Second, and Third Inaugural Addresses
- World War II Propaganda Examples
(Holocaust Law: N.J.S.A. 18A:35-28)
- Franklin Delano Roosevelt’s “Quarantine Speech”
(Holocaust Law: N.J.S.A. 18A:35-28)
- Juliet Schor, “The New Consumerism”
- Eric Schlosser, from *In the Strawberry Fields*
- Lars Eighner, “On Dumpster Diving”
(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)
- Jonathan Swift, “A Modest Proposal”
- Virginia Woolf, “Thoughts on Peace in an Air Raid”
(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)

Activity Description:

- AP-styled Multiple Choice Tests
- Speech Project
- Jigsaw Activity with the following three sources: Chapter 29 of *The Grapes of Wrath*, “The Migrant Experience,” and an article from *The Indian Valley Record*.
- Composition: Argumentation
 - Prompt: In Chapter 27, Steinbeck comments on honesty. Identify the theme of this chapter, then qualify, defend, or challenge Steinbeck’s claim and assumptions.
- Composition: Rhetorical Analysis of an excerpted passage from *The Grapes of Wrath* (Type 4)

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).

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 provide a complex account or analysis; provide an objective summary of the text.

- o Prompt: Chapter 25 gives the reason for the title of *The Grapes of Wrath*. Explain how Steinbeck develops his claim or thesis in this chapter. Be sure to use evidence from the text.
- Composition: Synthesis
 - o Using *The Grapes of Wrath* and *The Crucible*, write an essay in which you argue your position on the following statement: “Social commentary provides no tangible change in the real world and is too often guided by bias.”

Interdisciplinary Connections:

- Suggested Social Studies Resources for Content-Area Integration
 - 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
 - 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
 - 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

-Connections to NJSLS – Mathematics MP.2 Reason abstractly and quantitatively. (HS-LS4-1)

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 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 U.S. 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

<p>information or research is required to deepen the investigation or complete the task.</p> <p>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 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 	<p><i>PSelf- Awareness</i></p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior

	<ul style="list-style-type: none">● Recognize one’s personal traits, strengths, and limitations● Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Self- Management</u></p> <ul style="list-style-type: none">● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors● Recognize the skills needed to establish and achieve personal and educational goals● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p><u>Social Awareness</u></p> <ul style="list-style-type: none">● Recognize and identify the thoughts, feelings, and perspectives of others● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds● Demonstrate an understanding of the need for mutual respect when viewpoints differ● Demonstrate an awareness of the expectations for social interactions in a variety of settings <p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none">● 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 <p><u>Relationship Skills</u></p> <ul style="list-style-type: none">● Establish and maintain healthy relationships	
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	<ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others ● Identify ways to resist inappropriate social pressure ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways ● Identify who, when, where, or how to seek help for oneself or others when needed 	
<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: designed to check for understanding of meaning and strategies, and vocabulary comprehension from relevant readings ● Model Advanced Placement Test (for data purposes only) ● Small and large group discussions <ul style="list-style-type: none"> ○ Socratic Seminars discussing assigned novels ○ Turn-and-Talk ○ Think/Pair/Share ● Literature and Informational Text analyses ● Short-Constructed-Response Questions ● Current Events (independent readings and presentations) ● Alternative Assessments (projects, student portfolios, performance based assessments) 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Grade 11 District Assessment ● Essays of various types will also be used as measurements for student progress ● LinkIt Benchmark <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● AP-styled Multiple Choice Tests ● Speech Project ● Composition: Argumentation <ul style="list-style-type: none"> ○ Prompt: In Chapter 27, Steinbeck comments on honesty. Identify the theme of this chapter, then qualify, defend, or challenge Steinbeck’s claim and assumptions. ● Composition: Rhetorical Analysis of an excerpted passage from <i>The Grapes of Wrath</i> (Type 4) <ul style="list-style-type: none"> ○ Prompt: Chapter 25 gives the reason for the title of <i>The Grapes of Wrath</i>. Explain how Steinbeck develops his claim or thesis in this chapter. Be sure to use evidence from the text. ● Composition: Synthesis <ul style="list-style-type: none"> ○ After rereading Chapter 29, “The Migrant Experience,” and “Ralph Taylor’s news article, compose an essay in which 	

	you determine whether the migrants were right to travel to California. <ul style="list-style-type: none"> • Vocabulary journal
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**Differentiated Student Access to Content:
 Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • Print version of <i>The Grapes of Wrath</i> (Standards in Action: Climate Change) • Print and digital versions of various non-fiction texts 	<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

<p>Technology:</p> <ul style="list-style-type: none"> • Chromebook(s) • Whiteboard/Smartboard • Projector • Document Camera • Graphic organizers • Schoology • Google Drive • NewsELA • Power Point/Google Slides • Vocabulary.com • Quizlet • Common Lit • TedEd

- Textbook: *The Language of Composition* and *The Norton Field Guide to Writing with Readings, Fifth Edition*
- Websites:
 - Blendspace
 - EdPuzzle
 - Flubaroo (assessment add-on in Google)
 - Formative
 - Google Cultural Institute
 - TodaysMeet
 - Newsela
 - Kahoot
 - PollEverywhere
 - Socratic
 - Plickers
 - Google Lit Trips
 - Google Cardboard
 - SMART Technologies
 - *The New York Times*: The Learning Network

Other:
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**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"> ● Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify 	<ul style="list-style-type: none"> ● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessments and/or rubrics. 	<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 students to related talent development opportunities.

	<p>test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.</p>		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Information and Media Literacy</p>		
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> In order for members of our society to participate productively, information needs to be shared accurately and ethically. 	
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> 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). 	
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>		
	<ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. 		

	<p>CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>