

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	Journals	8-10 Weeks

Grade 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> <ul style="list-style-type: none"> A. Use parallel structure. 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions. <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> <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 word choice and sentence structure to demonstrate an understanding of the influence of language. 	<p>Essential Question/s:</p> <ul style="list-style-type: none"> - What is the importance of journaling? - Why do writers journal? - How does one’s personal experiences impact their writing? <p>Learning Targets:</p> <ul style="list-style-type: none"> - Students will be able to... <ul style="list-style-type: none"> - Broaden their experiences through creative and critical thinking. - Transcend barriers of time and place as they explore their personal experiences. - Recognize the timelessness of the literary traditions and their relevance to the real and imaginary world. - Expand their understanding of literary texts through discussion and reflection. - Increase their awareness of the importance of literary forms and the power of language. - Apply their learned knowledge to write their own journal entries. - Revise their own writing and the writing of their peers to establish an effective writing process. <p>Unit Vocabulary and Elements of Discussion:</p>

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. 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 the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).**

- Journaling
- Daily Journal
- Reflective Journal
- Visual Journal
- Gratitude Journal
- Travel Journal
- Anecdote
- Free Write
- Editing
- Revising
- Values
- Relevance

Anchor Texts:

- *The Diary of a Young Girl* by Anne Frank
- *The Journals of Sylvia Plath* by Sylvia Plath
- Journals from the Joyland Literary Journal (<https://joylandmagazine.com>)
- Examples from Bayonne High School’s Past Literary Magazines

Activity Descriptions:

Introducing Journaling

- What is a journal?
 - What are elements of a journal?
 - How does one’s personal experience relate to their writing?
- Explore Anne Frank’s *The Diary of a Young Girl* → What makes this journal effective? i.e. word choice, suspense, sentence structure, imagery, etc.
- Workshop Activity: Scholars will write a journal responding to an excerpt of *The Diary of a Young Girl*.
- Schoology Posts: Students will post their journals on a Schoology Discussion and their peers will respond to *at least* two of them.
- Explore *The Journals of Sylvia Plath* by Sylvia Plath → What makes this journal effective? i.e. word choice, suspense, sentence structure, imagery, etc.

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.PP.9-10.5.** Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

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**

- Workshop Activity: Scholars will write a journal responding to an excerpt of *The Journals of Sylvia Plath*.
- Schoology Posts: Students will post their journals on a Schoology Discussion and their peers will respond to *at least* two of them.

Modern Journals

- Scholars will complete a choice board from the Joyland Literary Magazine (<https://joylandmagazine.com>).
- Using previous BHS Literary Magazines, scholars will take part in a Gallery Walk to consider the effectiveness of the author’s journals.

Journal BINGO Project

- Scholars will be faced with a BINGO board that asks them to take pictures of various things (i.e. Photo of your favorite food). Then, they will choose 2 of the pictures that they took, and write a journal (250-300 words) for *each* of the photos.

ABC Book

- For each of the letters in the alphabet, the scholars will respond to a prompt that corresponds to that letter. For example: A is for “Adventure” → Think of an adventure that you would like to take at some point in your life. What is that adventure? Where would you go? What would you do?
 - Sample ABC Prompt Ideas:
<https://thesoulofhope.com/journal-prompt-abc>
- For each letter, scholars will be given five journal prompt options (one of each of the following → Daily Journal, Reflective Journal, Visual Journal, Gratitude Journal, and Travel Journal).
 - *Example: Letter A*
 - Daily Journal Prompt: Reflect on an **achievement** you're proud of and explore how it has impacted your day-to-day life. How do you plan to build upon this achievement in the future?

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.AA.9-10.7.** Describe and evaluate the argument and specific claims in **an informational text**, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- **RI.CT.9-10.8.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing Domain

- **W.IW.9–10.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine

- Reflective Journal Prompt: Consider a recent **adversity** you've faced. Analyze how your attitude influenced the outcome. What actions can you take to approach similar situations with more adaptability in the future?
- Visual Journal Prompt: Create a visual representation of an **aspiration** you have for the future. Use colors, shapes, and images to convey the essence of this aspiration and the steps you envision to achieve it.
- Gratitude Journal Prompt: Write about an **aspect** of your life that you often take for granted. Reflect on why it's important to **appreciate** it, and express gratitude for the **abundance** it brings into your life.
- Travel Journal Prompt: Imagine yourself exploring a new destination that **starts with the letter "A" (e.g., Athens, Australia, Amsterdam)**. Describe the sights, sounds, and experiences you encounter on this imaginary journey. How does this virtual **adventure** inspire your sense of wanderlust?
- For each letter, they will choose ONE and write a journal entry (150-300 words) and add an illustration (hand drawn or from the internet). By the end of the Marking Period, scholars will have a complete ABC book with their 26 journal entries and images.
- The scholars will present a few of their pages (journal and images) to the class. They will have their books printed and we will celebrate their hard work through the celebration of a publishing party.

Other Possible Activities:

- *Take a picture. Then, write a journal based on the picture you just took.*
- *Interview someone and write a journal entry about that interview.*
- *“Would you rather…” journal entry with explanations.*
- *Use a “random journal prompt generator” to help you choose a topic or idea that interests you.*

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

Interdisciplinary Connections:

- **Connection to History** → Students may utilize events, characters, settings in history in order to guide and/or implement into their writing. We will also consider the life of Anne Frank and Sylvia Plath, and how world events impact their writing. Students may also consider geographical areas and how those play into their choices and ambitions with their journals.
- **Connection to Science** → Students may utilize their understanding of science and research to expand on their journals. For example, in their ABC books, they may consider the implications of robots and technology on the future.

introducing a narrator and/or characters; create a smooth progression of experiences or events.

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

-W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

-W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

Speaking and Listening Domain

- **SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

- **SL.II.9–10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

- **SL.ES.9–10.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

<p>- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>- SL.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>- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p><i>Self-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. - Recognize one’s personal traits, strengths, and limitations. - Recognize the importance of self-confidence in handling daily tasks and challenges. <p><i>Self-Management:</i></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.

Social Awareness:

- 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.

Relationship Skills:

- 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.
- Identify who, when, where, or how to seek help for oneself or others when needed.

Responsible Decision-Making:

- 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.

	<ul style="list-style-type: none"> - Evaluate personal, ethical, safety, and civic impact of decisions. 	
<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"> ● Exit Tickets ● Daily Journals ● Classwork Activities ● Gallery Walks ● Peer Editing Worksheet(s) 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Diagnostic/District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Journal BINGO ● ABC Book ● ABC Book Presentation <p>Journal BINGO Project:</p> <ul style="list-style-type: none"> - Scholars will be faced with a BINGO board that asks them to take pictures of various things (i.e. Photo of your favorite food). Then, they will choose 2 of the pictures that they took, and write a journal (250-300 words) for <i>each</i> of the photos. <p>ABC Book:</p> <ul style="list-style-type: none"> - For each of the letters in the alphabet, the scholars will respond to a prompt that corresponds to that letter. For example: A is for “Adventure” → Think of an adventure that you would like to take at some point in your life. What is that adventure? Where would you go? What would you do? <ul style="list-style-type: none"> - Sample ABC Prompt Ideas: https://thesoulofhope.com/journal-prompt-abc - For each letter, they will write a journal entry (150-300 words) and add an illustration (hand drawn or from the internet). By the end of the Marking Period, scholars will have a complete ABC book with their 26 journal entries and images. <p>ABC Book Presentation:</p> <ul style="list-style-type: none"> - The scholars will present one of their pages (journal and images) to the class. They will have their books printed and we will celebrate their hard work through the celebration of a publishing party. 	

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"> ● <i>The Diary of a Young Girl</i> by Anne Frank ● <i>The Journals of Sylvia Plath</i> by Sylvia Plath ● Journals from the Joyland Literary Journal (https://joylandmagazine.com) ● Examples from Bayonne High School's Past Literary Magazines 	<ul style="list-style-type: none"> ● Text-to-Speech Applications ● Anchor Charts ● Modified Version of Texts ● Audio of Text ● Large Font Text ● Provide a Variety of Materials ● Provide Options for Perception 	<ul style="list-style-type: none"> ● Spanish Language Version of the Text (when available). ● Audio Summary ● Cultivate Relationships and Be Culturally Responsive. ● Narrative Topic Choice ● Reflection Activities (i.e. Schoology Discussions) ● Pair Work 	<ul style="list-style-type: none"> ● Leadership Roles ● Speak to Student Interests. ● Plan for Differentiation. ● Provide a Variety of Above-Level Material.
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Schoology ● Google Drive and Google Slides ● Prezi ● Flipgrid ● Kahoot! ● TedED Talks ● Padlet ● Nearpod ● CommonLit ● Youtube 			

Other:

- In *The Diary of a Young Girl*, Anne Frank writes journals about her experiences during the Holocaust. By reading these journal entries, scholars will have the platform to consider their own experiences and the relationship between history and their own lives.
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- As scholars write their ABC book, they will consider their own personal experiences through the daily journal prompts (i.e. O for Obstacles). They may have the opportunity to consider their own backgrounds in relation to their cultural identity.
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- As scholars are writing their ABC book, they will consider the environment and the role that they may have. For example, E for Environment—the prompt may be: What role do you play in the environment? They may consider the implications of their actions on the environment and how they can do better to take care of it. They may also consider the geographical areas and how the environment plays a role in their travel ambitions for their travel journals.
 - **(Standards in Action: Climate Change)**

**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"> ● Allow for access to print and digital versions and exemplar of culminating writing tasks. ● <i>The Diary of a Young Girl</i> by Anne Frank ● <i>The Journals of Sylvia Plath</i> by Sylvia Plath ● Journals from the Joyland Literary Journal (https://joylandmagazine.com) ● Examples from Bayonne High School's Past Literary Magazines 	<ul style="list-style-type: none"> ● Highlighting and annotation of text. ● Text-To-Speech application. ● Anchor Chart for Vocabulary & Text Structure. 	<ul style="list-style-type: none"> ● Anchor Chart for Vocabulary & Text Structure. ● Audio Summary. 	<ul style="list-style-type: none"> ● Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students' choices of activities in learning the content. ● Environmental Strategies: Arrange for a mentor to work with the student in the interest area. Cluster group gifted/talented students by areas of strength in the classroom.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	<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. ● Is financially literate and financially responsible at home and in the broader community. ● Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. ● Seeks to attain skill and content mastery to achieve success in a chosen career path.
	Performance Expectation/s:	<ul style="list-style-type: none"> ● Use effective communication and collaboration skills and resources to interact with a global society.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>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. 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>	

Content Area: English Language Arts (NJSL-ELA) Grades
Grade: Creative Writing I (9-10)

Dev. Date:
September 2024

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		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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