Marking Period	Unit Title	Recommended Instructional Days
1-4	World Language: Level grades 5-8	180

World Language Disciplinary Concept **Proficiency Level: Novice Mid** **Mode of Communication: interpersonal, interpretive and presentational**	

| *Core Ideas:*
Interpretive:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Presentational:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | *Performance Expectation:*

Interpretive:

7.1NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions,commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. | **Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit** |

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal:

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational:

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target

	language regions of the world.	

	Practice Description:	**Essential Question/s:**
	1. **Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.** 2. **Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.** 3. **Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.**	What are the potential benefits of learning a foreign language in the United States? Why learn another language? What are my motivations to learn another language? What are my expectations about learning another language? How might learning a language open "doors of opportunity"? How can I use my existing communication skills to learn a new language? Where does this language live in my community? How will learning a language enhance my life? **Activity Description:** ● Individual and/or group research to enhance information and language skills in general as well as for cultural matter ○ Exchange information in conversations to express feelings and emotions and to exchange opinions ○ Presenting information, concepts and ideas (expository & persuasive essays, editorials, etc.) ○ Dialogues

Practice:

1. **Communicate**
2. **Cultures**
3. **Connections**
4. **Comparison**
5. **Communities**

	4. **Develop insight into the nature of language and culture in order to interact with cultural competence.**
	5. **Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.**

Intercultural Statement:

Interpretative

1. Novice Mid

   a. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

      i. Family, school supplies and routines, pets, weather (Possible Topics).

   b. Learners recognize and identify a few typical practices of the target culture.

      i. Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather

○ Sentences
○ Oral presentations (dialogues, self introduction, interviews, chatting, texting, etc.)
○ Role Playing
○ Portfolios
○ Understanding of few idiomatic expressions
○ Art Projects (murals, collage, etc)
○ Self-evaluation worksheets
○ Observations
○ Technology-based self-tests
○ On-line self assessments
○ Audio-visual activities/exercises
○ Graphic organizers such as a Venn Diagram
○ Introductory paragraphs
○ End of Lesson Quizzes
○ Formal and informal cards, notes, postcards, e-mails, posts, blogs, texting
○ Listening and/or reading original dialogues in the target language
○ Teacher created lessons/assignments
● **(Amistad Law:** *N.J.S.A. 18A 52:16A-88* -
● **Holocaust Law:** *N.J.S.A. 18A:35-2* -
● **LGBT and Disabilities Law:** *N.J.S.A. 18A:35-4.35* –
● **Diversity & Inclusion:** *N.J.S.A. 18A:35-4.36a*
    Examine the roles of race, ethnicity, gender, religion in language and world history across Spanish, French, Italian, Latin-speaking cultures through articles, poetry and personal research, oral presentations**.)**
● **Climate Change:7.1.NH. PRSNT.6: -** Collecting, sharing, and analyzing data related to global issues, problems, and challenges faced by Spanish, French, Italian, Latin-speaking countries. Present a situation with a complication and a solution. Create an art project on the topic and present

Interdisciplinary Connections: Content: ;NJSLS#:

conditions in target language regions of the world and in the students' own regions. (Possible Topics)

Interpersonal

1. Novice Mid
   a. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
      i. Family, food, school supplies, pets, preferences, weather, authentic songs and dances. (Possible Topics).

   b. Learners recognize and identify a few typical practices of the target culture.

      i. Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions. (Possible Topics)

Presentational

1. Novice Mid

   a. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
      i. Family, food, school supplies, pets, preferences, weather, authentic songs and dances. (Possible Topics).

   b. Learners recognize and identify a few typical practices of the target culture.

1. NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Human activity and climate: HS-ESS3-1, HS-ESS3-6, HS-ESS3-5, HS-ESS3-4, and HS-ETS1-3.
3. 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code. N.J.A.C. 6A:8-5.1(a)1.iv
4. Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
5. 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

i. Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions. (Possible Topics)

Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*

1. Self- Awareness
2. Self- Management
3. Social awareness
4. Responsible decision making
5. Relationship skills
	1. Self awareness
	  a. Recognize one's feelings and thoughts
	  b. Recognize the impact of one's feelings and thoughts on one's own behavior
	  c. Recognize one's personal traits, strengths, and limitations
	  d. Recognize the importance of self-confidence in handling daily tasks and challenges
	2. Self Management:
	  a. Understand and practice strategies for

managing one's own emotions, thoughts, and behaviors

b. Recognize the skills needed to establish and achieve personal and educational goals

c. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

3. Social Awareness

a. Recognize and identify the thoughts, feelings, and perspectives of others

b. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

c. Demonstrate an understanding of the need for mutual respect when viewpoints differ •

d. Demonstrate an awareness of the expectations for social interactions in a variety of setting

4. Responsible decision making.

a. Develop, implement, and model effective

	problem-solving and critical thinking skills
	  b. Identify the consequences associated with one's actions in order to make constructive choices
	  c. Evaluate personal, ethical, safety, and civic impact of decisions
	5. Relationship Skills:
	  a. Establish and maintain healthy relationships
	  b. Utilize positive communication and social skills to interact effectively with others
	  c. Identify ways to resist inappropriate social pressure
	  d. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
	  e. Identify who, when, where, or how to seek help for oneself or others when needed	

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*

Formative Assessments:
- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **https://www.state.nj.us/education/cccs/2014/wl/progression.pdf**

Benchmarks:
- Identify and describe people, places and objects.
- Family/ friends/ school
- Articles: definite/indefinite
- Levels of formality
- Likes and dislikes
- Numbers/date/time/seasons
- Geography

Summative Assessments:
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Students will be able to compare English language and culture, and target language. Introduce and greet themselves and others in the target language. Describe themselves and others in the target language.

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
- Textbooks - Online classroom platform - computers/ chromebooks - laptop, digital projector - sound equipment, recorder, - headphones - microphones	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 test content and/or format, allow students to retake test for additional credit, provide additional	English Language Learners: 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 assessment and/or rubric.	Gifted Students: 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

	times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks		

| **Supplemental Resources** | | | |

Technology:
1. Online classroom platform
2. Computers/ chromebooks
3. Laptop, digital projector
4. Sound equipment, recorder,
5. Headphones
6. Microphones

Other:
- **https://www.state.nj.us/education/archive/frameworks/worldlanguages/res.pdf**
- **https://www.duolingo.com/**
- **https://quizlet.com/**
- **www.youtube.com**
- **https://www.actfl.org/resources/resources-2020**

Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
• Textbooks • Online classroom platform • Computers/ chromebooks	• Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition,	• English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts	• Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate

• Laptop, digital projector • Sound equipment, recorder • Headphones • Microphones	simple explanations, additional examples, modeling, etc.), modify 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.	when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	authentic components, propose interest-based extension activities, and connect student to related talent development opportunities

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept:** -Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Core Ideas:

Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.

Individuals can use their talents, resources, and abilities to give back.

The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

There are strategies to increase your savings and limit debt.

Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.

There are strategies to build and maintain a good credit history.

Credit history affects personal finances.

Taxes affect one's personal finances.

There are government agencies and policies that affect the financial industry and the broader economy. There are procedures required to take advantage of consumer protection laws and assistance programs.

There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs.

An individual's values and emotions will influence the ability to modify financial behavior (when appropriate),
which will impact one's financial well-being.

Marketing techniques are designed to encourage individuals to purchase items they may not need or want.

A budget aligned with an individual's financial goals can help prepare for life events.

Goals (e.g., higher education, autos, and homes, retirement), affect your finances.

There are strategies to decrease and manage expenses.

Individuals can choose to accept some

risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.

Insurance can protect your personal finances.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Early planning can provide more options to pay for post-secondary training and employment.

There are variety of resources available to help navigate the career planning process.

Employee benefits can influence your employment choices.

Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

There are resources to help an individual create a business plan to start or expand a business.

	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Multiple solutions often exist to solve a problem. An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. There are tradeoffs between allowing information to be public and keeping information private and secure. Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest. Digital technology and data can be leveraged by communities to address effects of climate change.	

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.

The mode of information can convey a message to consumers or an audience.

Sources of information are evaluated for accuracy and relevance when considering the use of information.

There are ethical and unethical uses of
information and media.

There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

Some digital tools are appropriate for gathering, organizing, analyzing, and

	presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	
	Performance Expectation/s: 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."	

9.1.5.EG.2: Describe how tax monies are spent

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5. EG.5: Identify sources of consumer protection and assistance.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.2: Identify the elements of being a good steward of money.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

9.1.5.PB.1: Develop a personal budget and explain how it reflects

spending, saving, and charitable contributions.

9.1.5.PB.2: Describe choices consumers have with money (e.g.,save,
spend, donate).

9.1.5.RMI.1: Identify risks that individuals and households face.

9.1.5.RMI.2: Justify reasons to have insurance.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and
an educational plan.

9.2.8.CAP.6: Compare the costs of postsecondary education with the

	potential increase in income from a career of choice. 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education. 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options. 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. 9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances. 9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.	

	9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process. 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level 9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business. 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	

	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.	

	9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g.,1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using	

formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver

information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS- LS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

	Career Readiness, Life Literacies, & Key Skills Practices	

Act as a responsible and contributing community member and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Attend to financial well-being. Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Consider the environmental, social and economic impacts of decisions. Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Demonstrate creativity and innovation. Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those
ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Utilize critical thinking to make sense of problems and persevere in solving them. Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Model integrity, ethical leadership and effective management. Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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Plan education and career paths aligned to personal goals. Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience.

They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Use technology to enhance productivity, increase collaboration and communicate effectively. Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Work productively in teams while using cultural/global competence. Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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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: *N.J.S.A. 18A 52:16A-88* Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in		Holocaust Law: *N.J.S.A. 18A:35-28* Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35* A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and		Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a* C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.1. a. Beginning in the 2021-2022 school year, each school district shall		Standards in Action: *Climate Change* 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or

the curriculum of elementary and secondary school students		instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever an		transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.		incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. b. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive	different regions in the United States.

| | | | | | environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion. 2. This act shall take effect immediately. Approved March 1, 2021 | | |