

NJSLA Grade 9-10 ELA

Marking Period		Unit Title	Recommended Instructional Days
3		War, Words, and Weapons	40
Reading Literature Text Strand:	Reading Informational Text Strand:	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit</p>	
<p>NJSLA.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.</p> <p>NJSLA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Progress Indicator:</p> <p>RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially,</p>		

<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Progress Indicator:</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).</p> <p>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	
Companion Standards Subject:	Writing Strand:	

<p>Progress Indicators:</p> <p>History:</p> <p>RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p>	<p>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and</p>	<p><u>Essential Question/s:</u></p> <p>Why are words powerful? How can words be used to harm or heal, start or stop conflict?</p> <p>Why does an individual's voice matter?</p> <p>What are the consequences of dehumanizing speech?</p> <p>Why is it important to be aware of the propaganda techniques governments, companies and others use?</p> <p>How did the Nazis use language and to what end?</p> <p>How did Holocaust survivors use language?</p> <p>How does belonging to a group affect individual thought?</p> <p>What is a healthy balance of unity and individuality?</p> <p>How does confirmation bias affect people's perception of the truth?</p> <p><u>Activity Description:</u></p> <ul style="list-style-type: none">● Cite textual evidence to support analysis of theme, character and character development and plot.● Analyze author's choice of language, especially the use of literary devices, including tone, symbolism and motif.
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	<p>integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10 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.</p> <p>Progress Indicator:</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>W.9-10.4. Produce clear and coherent</p>	<ul style="list-style-type: none">● Research and evaluate the legitimacy of sources of information and present findings.● Collaborate in conversation and on Chromebooks● Use close reading strategies while reading and notetaking.● Defend a viewpoint verbally and in writing● Begin with with a quote analysis that will punctuate the dangers of rhetoric- "If a rhetorician and a doctor visited any city you like to name and they had to contend in argument before the Assembly or any other gathering as to which of the two should be chosen as doctor, the doctor would be nowhere, but the man who could speak would be chosen, if he so wished." In class, students can analyze multiple quotes with a station based activity. Remotely, students can analyze the quotes using a digital breakout room or google meets/conferences in Schoology.● Reading strategies, writing strategies, and historical background instruction work well with the use of peardeck, which can be implemented synchronously or asynchronously.● Create a character chart to analyze the first impressions of characters in <i>The Wave</i>. Predict whether each character will succumb to peer pressure based on research.● Analyze the use of rhetoric in a speech of a student's choice (provide additional resources)
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	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<ul style="list-style-type: none">● Analyze text for tone as well as how text can be misleading (connecting back to the original quote exercise)● Read a variety of Holocaust poetry in order to practice discussing tone.● Research use of propaganda in modern society. Topics may include advertising or political propaganda, or pro-American and anti-American propaganda today.● Edit their own writing for use of consistent verb tenses and parallel structure.● Begin with with a quote analysis that will punctuate the dangers of rhetoric- “If a rhetorician and a doctor visited any city you like to name and they had to contend in argument before the Assembly or any other gathering as to which of the two should be chosen as doctor, the doctor would be nowhere, but the man who could speak would be chosen, if he so wished.” In class, students can analyze multiple quotes with a station based activity. Remotely, students can analyze the quotes using a digital breakout room or google meets/conferences in Schoology.● Reading strategies, writing strategies, and historical background instruction work well with the use of peardeck, which can be implemented synchronously or asynchronously.
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Speaking and Listening Strand:	Language Strand:	
<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>Progress Indicators: SL.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.</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;</p>	<ul style="list-style-type: none"> • Create a character chart to analyze the first impressions of characters in <i>The Wave</i>. Predict whether each character will succumb to peer pressure based on research. • Analyze the use of rhetoric in a speech of a student's choice (provide additional resources) • Analyze text for tone as well as how text can be misleading (connecting back to the original quote exercise) • Read a variety of Holocaust poetry in order to practice discussing tone. • Research use of propaganda in modern society. Topics may include advertising or political propaganda, or pro-American and anti-American propaganda today. • Small and large group class discussions • Think Pair Share • Collaborating on Chromebooks as pairs, small groups or a whole class • Modeling and scaffolding of writing process with discussion of student writing models • Peer editing • Read alouds and independent reading • Direct instruction • Notes (Taking effective notes during reading to prepare for class discussion) • Debates, dialectics and pinwheel discussions (done in person or in digital breakout rooms, if possible) • Research activities • Activities may be modified to be completed remotely. Hyperdocs, peardeck, and screencastify all assist with the creation of remote learning modifications.

<p>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.</p> <ul style="list-style-type: none"> 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. 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. <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<p>demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Progress Indicator:</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>C. Spell correctly.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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 	<p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Suggested Social Studies Resources for Content-Area Integration</p> <p>NJSLS 6.3.12.D.1—<i>Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.</i></p> <p>NJSLS 6.3.8.Civics HR.1: <i>Construct an argument as to the source of human rights and how they are best protected.</i></p> <p>NJSLS 6.1.12.History CA.11.a: <i>Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</i></p> <p>NJSLS 6.1.12.HistoryCC.11.d: <i>Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</i></p>
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<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.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>meaning of a word or phrase.</p> <ul style="list-style-type: none"> Consult General And Specialized Reference Materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 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). <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge</p>	
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	when considering a word or phrase important to comprehension or expression.	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Responsible Decision-Making • Relationship Skills 	<p>Recognize one's feelings and thoughts.</p> <p>Recognize one's personal traits, strengths, and limitations.</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges.</p> <p>Recognize the skills needed to be able to establish and achieve personal and educational goals.</p> <p>Recognize and identify the thoughts, feelings, and perspectives of others.</p> <p>Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds.</p> <p>Evaluate personal, ethical, safety, and civic impact of decisions.</p> <p>Utilize positive communication and social skills to interact effectively with others.</p>	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>

<u>Formative Assessments:</u> -Pinwheel Discussion- Option 1- Discuss the use of symbol, theme and motif in the novels. Option 2- Discuss and compare perspectives of war in various poems. -Read or view information about psychological experiments related to groupthink, such as the Milgram Experiment, Stanford Prison Experiment, Bystander Apathy Experiment, and Nurses Experiment. -Quizzes- Brief comprehension quizzes and one paragraph writing assignments for <i>The Wave</i> and other readings. -Admit and Exit slips -Quickwrite writing assignments as before, during and after reading comprehension strategies -Rhetorical analysis of TED Talk by Megan Roper -Poetry analysis activity from a variety of Holocaust poetry		<u>Benchmarks:</u> <ul style="list-style-type: none">Honors 9 District Assessment #3- Multiple Choice and Essay <u>Summative Assessments:</u> <ul style="list-style-type: none">Literary Analysis- Analyze examples of Nazi propaganda in <i>The Wave</i> and connect to actual examples of propaganda from World War II. Students will research in groups and present findings to the class, citing sources in MLA format. Holocaust Law: <i>N.J.S.A. 18A:35-28</i>Research the life of a Holocaust survivor or upstander and present to the class. Use multiple sources to corroborate findings. Holocaust Law: <i>N.J.S.A. 18A:35-28</i>Research- Using information from Aristotle’s rhetorical triangle and Orwell’s “Politics and the English Language,” Students will analyze Hitler’s “Speech to the Hitlerjugend.” Holocaust Law: <i>N.J.S.A. 18A:35-28</i>Marking Period 3 District Assessment- Multiple Choice and Essay	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Chromebooks Novels	<ul style="list-style-type: none">Modified assessments as requiredExtra support through	<ul style="list-style-type: none">Merriam-Webster Online ELL Dictionary	<ul style="list-style-type: none">Providing a variety of rigorous materials

<p>Other readings Notebooks Online Learning Resources such as: No Red Ink and Edulastic Podcasts and TED Talks</p> <p>Anchor Texts: <i>The Wave</i> by Todd Strasser (independent reading) Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p> <p><i>Sarah's Key</i> by Tatiana de Rosnay Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p> <p>Suggested Texts: <i>1984</i> by George Orwell (excerpt)</p> <p>“Speech to the Hitlerjugend” Adolf Hitler Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p> <p>“Politics and the English Language” George Orwell</p>	<p>tutorial</p> <ul style="list-style-type: none">• Extra support through modified readings		<ul style="list-style-type: none">• Allowing student choice to stimulate brain engagement
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<p>TED-ED “The Art of Persuasive Speech”</p> <p><i>Sister Rose’s Passion</i> (documentary) Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p> <p>Opening Statement at the Nuremberg Trials by Robert H. Jackson Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p> <p>“Under the Shadow of Paragraph 175” Stefan Kosinski interview (video) LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p> <p>Informational articles, websites or film clips about psychological experiments related to groupthink, such as the Milgram Experiment, Stanford Prison</p>			
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<p>Experiment, Bystander Apathy Experiment, and Nurses Experiment.</p> <p>Poems written by children of Terezin (if time)</p> <p>Other poetry: “First They Came” by Martin Niemoller “A Poor Christian Looks at the Ghetto” by Czesław Miłosz. “Never Shall I Forget” by Elie Wiesel “To the Little Polish Boy Standing with His Arms Up” by Peter L. Fischl. Holocaust Law: <i>N.J.S.A.</i> <i>18A:35-28</i></p> <p>TED Talk: “I Grew Up In the Westboro Baptist Church. Here’s Why I Left” by Megan Phelps-Roper Diversity & Inclusion: <i>N.J.S.A.</i> <i>18A:35-4.36a</i> LGBT and</p>			
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<p>Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i></p>			
Supplemental Resources			
<p>Technology: Technology Integration:</p> <ul style="list-style-type: none"> • Websites: <ul style="list-style-type: none"> ◦ No Red Ink/Ed Puzzle/Edulastic ◦ CrashCourse Literature, CrashCourse History, TedTalk, TedEd • Schoology • Ipevo Document Camera <p>Other:</p> <ul style="list-style-type: none"> • Post its, graphic organizers, other hands on materials as possible or practical. 			
<p align="center">Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Learning Contracts • Centers/Stations • Other readings • Writing Conferences 	<ul style="list-style-type: none"> • Provide options for Comprehension • Tiered Content/Activities • Direct instruction • Scaffolding 	<ul style="list-style-type: none"> • Enrichment Activities • Tiered Content/Activities • Direct instruction • Scaffolding • Student-to-student support 	<ul style="list-style-type: none"> • Homogenous groupings with differentiated content and products as needed. • Enrichment Activities • Tiered Content/Activities

<ul style="list-style-type: none"> • Think Pair Share • Collaborating on Chromebooks as pairs, small groups or a whole class • Modeling and scaffolding of writing process • Peer editing • Direct instruction 	<ul style="list-style-type: none"> • Student-to-student support 		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <i>Creativity and Innovation, Critical Thinking and Problem-solving and Digital Citizenship</i>		
	<i>Core Ideas:</i>	<p>With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original work without permission or appropriate credit.</p>	
	<i>Performance Expectation/s:</i>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>•9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.DC.2: Explain the importance of respecting digital content of others.</p>	

	Career Readiness, Life Literacies, & Key Skills Practices
	<p>Students will develop a growth mindset and focus on improving on their own continuum.</p> <p>Students will have time to be creative, innovate, create new answers and approaches as well as appreciate the unconventional answers or skills of others- understanding how human resources often assists people with ways to collaborate in a manner that avoids groupthink and values diverse perspectives.</p> <p>Students will learn how academic ethics affects their academic career and develop skills to use intellectual property and research effectively without plagiarizing.</p>

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>		Standards in Action: <i>Climate Change</i>