

[NJSLA Grade 9-10](#)

Marking Period		Unit Title	Recommended Instructional Days
4		Moral Dilemmas	45 days
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit</b>	
<i>Progress Indicators for Reading Literature Key Ideas and Details</i> RL.9-10.1. RL.9-10.2. RL.9-10.3. <i>Craft and Structure</i> RL.9-10.4. RL.9-10.5. RL.9-10.6. <i>Integration of Knowledge and Ideas</i> RL.9-10.7. RL.9-10.8. RL.9-10.9. <i>Range of Reading and Level of Text Complexity</i> RI.9-10.10.	<i>Progress Indicators Informational Text Key Ideas and Details</i> RI.9-10.1. RI.9-10.2. RI.9-10.3. <i>Craft and Structure</i> RI.9-10.4. RI.9-10.5. RI.9-10.6. RI.9-10.7. RI.9-10.8. RI.9-10.9. <i>Range of Reading and Level of Text Complexity</i> RI.9-10.10.		
<b>Companion Standards Subject:</b>	<b>Writing Strand:</b>		
<i>Progress Indicator:</i> <i>Key Ideas and Details</i> RH.9-10.1. RH.9-10.2. RH.9-10.3. <i>Craft and Structure</i> RH.9-10.4. RH.9-10.5. RH.0-10.6.	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.  W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective	<b>Essential Question/s:</b> <ul style="list-style-type: none"> <li>● How can competition create healthy and unhealthy relationships, and what causes those factors?</li> <li>● Does competition bring out the best or worst in people?</li> <li>● Does everyone have the capacity to act immorally in certain circumstances?</li> <li>● Is rivalry natural in a friendship? In other relationships?</li> <li>● What contributes to a person's success and overall happiness?</li> <li>● What are the consequences of impulsive decisions?</li> </ul>	

<p><i>Integration of Knowledge and Ideas</i> RH.9-10.7. RH.9-10.8 RH.9-10.9. <i>Range of Reading and Level of Text Complexity</i> RH.9-10.10.</p>	<p><i>selection, organization, and analysis of content.</i></p> <p><i>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</i></p> <p><i>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>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.</i></p> <p><i>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</i></p> <p><i>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the</i></p>	<ul style="list-style-type: none"><li>● What kind of lessons do we learn through our upbringing?</li></ul> <p><b><u>Learning Targets:</u></b></p> <p><i>Students will know</i></p> <ul style="list-style-type: none"><li>● the definition of “morality”</li><li>● the definition of “theme”</li><li>● metaphor as a literary device</li><li>● tone as a literary device</li><li>● imagery as a literary device</li><li>● text-specific vocabulary</li><li>● how various authors portray the theme of moral dilemmas</li><li>● the definition of “consequences”</li><li>● how to use strategies before, during, and after reading to aid in the construction and enhancement of meaning.</li></ul> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"><li>● read and interpret various works where characters are faced with moral dilemmas</li><li>● analyze how and why individuals develop over the course of a text</li><li>● compare/contrast the idea of cooperation vs competition</li><li>● analyze various perspectives as presented in different mediums</li><li>● understand, recognize, and utilize figurative language</li><li>● analyze and compare author’s voice</li><li>● develop and strengthen writing as needed by planning, revising, editing, or trying a new approach</li><li>● discuss topics that are meaningful and impactful to their everyday lives while connecting it to all literature</li></ul> <p><b><u>Unit Enduring Understanding:</u></b></p> <ul style="list-style-type: none"><li>● The definition of morality can be interpreted in multiple ways based on an individual’s situations.</li><li>● Impulsive actions can result in severe consequences that cannot be reversed.</li><li>● Resilience is needed to face adversity.</li><li>● Authors portray different perspectives on familial units.</li></ul>
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	<p><i>inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i></p> <p><i>W.9-10.8. 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).</i></p> <p><i>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</i></p> <p><i>W.9-10.10. 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.</i></p>	<p><b><u>Anchor Text(s):</u></b>  <i>A Separate Peace</i> by John Knowles (Level A)  <i>The Other Wes Moore</i> by Wes Moore (Level B) <b>(Amistad Law: N.J.S.A. 18A 52:16A-88)</b></p> <p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>● Activate/Build Prior Knowledge             <ul style="list-style-type: none"> <li>○ Pre-reading research activity related to major topics in <i>A Separate Peace</i> (Level A).</li> <li>○ Background information and video clip related to <i>The Other Wes Moore</i> (Level B).</li> </ul> </li> <li>● In-text annotations and close-reading activities (pulling passages from the text)</li> <li>● Characterization activities             <ul style="list-style-type: none"> <li>○ Compare/contrast both Wes Moores (Level B)</li> <li>○ Track the development of Gene and Finny in <i>A Separate Peace</i> (Level A)</li> <li>○ Body biography mini projects for characters</li> <li>○ Courtroom activity: Who is to blame in <i>A Separate Peace</i>?</li> </ul> </li> <li>● Discussion questions for assigned chapters</li> <li>● Discuss the setting by having students create a visual representation.             <ul style="list-style-type: none"> <li>● Small and large group discussions about key topics and themes.</li> <li>● Critically read and analyze literature for the way events in a character or person’s life influences his/her point of view.</li> <li>● Direct instruction about pertinent historical background necessary to the selected texts.</li> <li>● Reading and discussing literature together in order to practice reading strategies such as making connections (think aloud, guided reading and independent reading)</li> <li>● Independent reading (sustained silent reading at the beginning or end of class period)</li> <li>● Note taking for specific purposes</li> <li>● Flipped lessons on Blendspace, EdPuzzle, Google Sites, and other various online platforms</li> <li>● Discuss and identify themes in the novel such as friendship, identity,</li> </ul> </li> </ul>
<p><b>Speaking and Listening Strand:</b></p>	<p><b>Language Strand:</b></p>	
<p><i>Progress Indicators for Speaking and Listening</i>  <i>Comprehension and Collaboration</i>  <i>SL.9-10.1.</i>  <i>SL.9-10.2.</i></p>	<p><i>Progress Indicators for Language</i>  <i>L.9-10.1</i>  <i>L.9-10.2</i>  <i>L.9-10.3</i>  <i>L.9-10.4</i></p>	

<p>SL.9-10.3. <i>Presentation of Knowledge and Ideas</i> SL.9-10.4. SL.9-10.5. SL.9-10.6.</p>	<p>L.9-10.5 L.9-10.6</p>	<p>decision making, growing up, truth/honesty.</p> <ul style="list-style-type: none"> <li>Identify different types of conflict by having students make claims and cite textual evidence.</li> </ul> <p><b><u>Writing Activities:</u></b></p> <ul style="list-style-type: none"> <li>Research Simulation Task - Students will analyze an informational topic through several articles or multimedia stimuli. Students will read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay. <ul style="list-style-type: none"> <li>Suggested Topic: “Three Types of Friendship” Commonlit article and <i>A Separate Peace</i></li> <li>Suggested Topic: Pair passage related to the ski troops in <i>A Separate Peace</i> with article related to propaganda during World War II.</li> <li>Suggested Topic: Paired text set on Commonlit “How Small Fibs Lead to Big Lies” and “The Destinies of Two Men Who Share the Same Name”</li> </ul> </li> <li>Narrative Writing Task - Students will work with one main literary text. Students will read the text, answer questions, and write a narrative response that draws on the text. <ul style="list-style-type: none"> <li>Suggested Task: Extend the ending, change the ending, write from a different character’s POV from any of the stories in the unit</li> <li><i>Suggested Task:</i> Discuss Flashback and have students use flashback to write about a time in their lives.</li> <li>Suggested Task: Re-write a section of the novel from Finny’s perspective for <i>A Separate Peace</i>.</li> <li>Suggested Task: Have students write a letter or journal entry from the perspective of one of the supporting characters in <i>The Other Wes Moore</i>.</li> </ul> </li> <li>Literary Analysis - Students will analyze two texts that include some commonality. Students will read the text, answer questions, and write an analysis of the texts based on their commonalities. <ul style="list-style-type: none"> <li>Suggested Task: Pair William Blake’s poem “A Poison Tree” with <i>A Separate Peace</i> and compare and contrast the tone of each speaker. Make connections to Gene in <i>A Separate Peace</i>.</li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>Self- Awareness</li> <li>Self- Management</li> <li>Social Awareness</li> <li>Responsible Decision-Making</li> <li>Relationship Skills</li> </ul>	<p><u>Self- Awareness</u></p> <ul style="list-style-type: none"> <li>Recognize one’s feelings and thoughts</li> <li>Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>Recognize one’s personal traits, strengths, and limitations</li> <li>Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><u>Self- Management</u></p> <ul style="list-style-type: none"> <li>Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>Recognize the skills needed to establish and achieve personal and educational goals</li> <li>Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> <p><u>Social Awareness</u></p>	

	<ul style="list-style-type: none"><li>● Recognize and identify the thoughts, feelings, and perspectives of others</li><li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>● Demonstrate an understanding of the need for mutual respect</li><li>● when viewpoints differ</li><li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul> <p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none"><li>● Develop, implement, and model effective problem-solving and critical thinking skills</li><li>● Identify the consequences associated with one's actions in order to make constructive choices</li><li>● Evaluate personal, ethical, safety, and civic impact of decisions</li></ul> <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"><li>● Establish and maintain healthy relationships</li><li>● Utilize positive communication and social skills to interact effectively with others</li><li>● Identify ways to resist inappropriate social pressure</li><li>● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li></ul>	<ul style="list-style-type: none"><li>○ Suggested Task: Pair <i>The Other Wes Moore</i> with Langston Hughes' poem "Mother to Son". Discuss parental roles and how they contribute to the choices of the author and the other Wes Moore.</li><li>○ Suggested Task: Pair James Baldwin's "Letter to My Nephew" with an excerpt from <i>The Other Wes Moore</i>. Have students explain how Baldwin's words influenced the writing and work of Wes Moore.</li><li>○ Suggested Task: Pair "The Road Not Taken" with "Sadie and Maud" and make connections to <i>The Other Wes Moore</i>.</li></ul> <p><b><i>Supplementary Texts for A Separate Peace:</i></b></p> <ul style="list-style-type: none"><li>● "If" by Rudyard Kipling (poem)</li><li>● "A Poison Tree" by William Blake (poem)</li><li>● "After Twenty Years" by O. Henry (short story)</li><li>● "Jealousy" by Queen (song) (<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>)</li><li>● "Everyone Needs Someone" by Helen Steiner Rice (poem)</li></ul> <p><b><i>Supplementary Texts for The Other Wes Moore:</i></b></p> <ul style="list-style-type: none"><li>● CommonLit article: "The Destinies of Two Men Who Share One Name"</li><li>● CommonLit article: "How Small Fibs Lead to Big Lies" (informational text)</li><li>● "Homeless" by Anna Quindlen (essay) (<b>Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</b>)</li><li>● "Sadie and Maud" poem by Langston Hughes</li><li>● "Barbie Doll" by Marge Piercy (<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>)</li><li>● Excerpt from "Letter to My Nephew" by James Baldwin (<b>Amistad Law: N.J.S.A. 18A 52:16A-88</b>)</li></ul>
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	<ul style="list-style-type: none"><li>• Identify who, when, where, or how to seek help for oneself or others when needed</li></ul>	<p><b><i>Paired Supplementary Materials for all texts:</i></b></p> <ul style="list-style-type: none"><li>• “Mother to Son” by Langston Hughes (<b>Amistad Law: N.J.S.A. 18A 52:16A-88</b>)</li><li>• “Mothers” by Nikki Giovanni</li><li>• “Mother” by Lola Ridge (Commonlit)</li><li>• “How to Love and Be Loved” TED Talks</li><li>• “The Cold Equations” by Tom Godwin (short story)</li><li>• “The Bet” by Anton Chekov (short story)</li><li>• “The Monkey’s Paw” by WW Jacobs (short story)</li><li>• “The Guilty Party” by O. Henry (short story)</li><li>• “What Makes Good People Do Bad Things?” by Melissa Dittman (Commonlit) (<b>Holocaust Law: N.J.S.A. 18A:35-28</b>)</li><li>• “The Devil” by Guy de Maupaussant (short story)</li><li>• “A Jury of Her Peers” by Susan Glaspell (short story)</li><li>• “These Teens Have Some Ideas for Stopping Climate Change” (informational text article on Commonlit) (<b>Standards in Action: Climate Change</b>)</li><li>• “We Wear the Mask” by Paul Laurence Dunbar (poem)</li><li>• “The Rose That Grew From the Concrete” by Tupac Shakur (poem) (<b>Amistad Law: N.J.S.A. 18A 52:16A-88</b>)</li><li>• “The Road Not Taken” by Robert Frost (poem)</li></ul> <p><b><i>Independent Reading Texts:</i></b> Student selected book of choice</p> <p><b><i>Interdisciplinary Connections: Content: NJSLS:</i></b></p> <ul style="list-style-type: none"><li>• Suggested Visual and Performing Arts Resources for Content- Area Integration<ul style="list-style-type: none"><li>○ Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li></ul></li></ul>
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		<ul style="list-style-type: none"> <li>○ Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>○ Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> <li>● Suggested Science Resources for Content-Area Integration             <ul style="list-style-type: none"> <li>○ HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</li> </ul> </li> <li>● Suggested Math Resources for Content-Area Integration             <ul style="list-style-type: none"> <li>○ MP.2 Reason abstractly and quantitatively. (HS-LS4-1)</li> </ul> </li> <li>● Suggested Social Studies Resources for Content-Area Integration             <ul style="list-style-type: none"> <li>○ -6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</li> </ul> </li> </ul>
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Close readings of textual excerpts in order to practice reading strategies, conduct guided reading or analyze the text for literary elements.</li> <li>● Graphic organizers for analyzing themes, rhetorical devices and other unit specific items over extended periods of time and collecting information for essays.</li> <li>● Literary Devices: Analyze in a particular text a variety of literary devices and compile evidence of understanding into a displayable folder or Google Doc.</li> <li>● Vocabulary-Examine passages from the text and have students use context clues to identify the meaning of words.</li> <li>● Use Padlet or Schoology discussion boards to formulate class discussions</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Ongoing assessments based on standards addressed</li> <li>● Grade 10 Diagnostic and District Assessments</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Text-based tests and assessments</li> <li>● Group projects</li> <li>● Multimedia presentations</li> <li>● Research Simulation Task Essays, Narrative Writing, and Literary Analysis Essays</li> </ul>

<ul style="list-style-type: none"> <li>• Reader Response Journal or Reading Logs</li> <li>• Reading Comprehension Quizzes</li> <li>• Class-run debates</li> <li>• Class discussions using various online resources</li> <li>• Prose-constructed responses</li> <li>• Alternative Assessments (projects, student portfolios)</li> </ul>			
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>• Print version of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Modified Version of Texts</li> <li>• Audio of Text</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish language version of the text (when available)</li> </ul>	<ul style="list-style-type: none"> <li>• Group and individual presentations of chapters, connections to popular culture, reflective journals, blogs, poetry</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Schoology</li> <li>• Google Chrome</li> <li>• Google Drive</li> <li>• Google Sites</li> <li>• Smartboard</li> <li>• Newsela</li> <li>• CommonLit</li> <li>• Khan Academy</li> <li>• Vocabulary.com</li> <li>• Quizlet</li> <li>• Blendspace</li> <li>• Padlet</li> <li>• PearDeck</li> <li>• NoRedInk</li> <li>• EdPuzzle</li> <li>• New York Times Learning Network</li> <li>• TedEd</li> </ul>			



- IXL

**Other:**

- Books, Whiteboard, Document Camera, notebooks

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• <i>A Separate Peace</i> novel</li> <li>• <i>The Other Wes Moore</i> novel</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Dissect sentences together. <b>Reading:</b> Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. <b>Review Prompt and Rubric:</b> Work directly with students as a group to review prompts and rubrics. <b>Prewriting:</b> Work directly with students to begin planning their responses. Project a graphic organizer or outline and complete as a group. <b>Discussion:</b> Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistics:</b> Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students' native languages into English. Review vocabulary words and parts of speech in figuring out meaning.</li> <li>• <b>Grammar Transfers:</b> Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities. Use of IXL.</li> <li>• <b>Cognates:</b> Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presentation Strategies:</b> Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation. Provide opportunities for student driven instruction.</li> <li>• <b>Organizational/Behavioral Strategies:</b> Establish a timeline for long-range projects</li> <li>• <b>Motivational Strategies:</b> Provide fewer drill and practice activities when material is learned. Give students choices of activities in learning the content. Allow the student to 'buy' time for self-directed activities after material is learned.</li> <li>• <b>Assessment Strategies:</b> Give a pretest to allow the student to demonstrate mastery. Provide self-checking materials. Provide tests at a higher level of thinking.</li> <li>• <b>Environmental Strategies:</b> Arrange for a mentor to work</li> </ul>

			with the student in the interest area Cluster group gifted/talented students by areas of strength in the classroom. Allow independent use of library.
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<b>Disciplinary Concept:</b>	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> <li>● <b>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</b></li> <li>● <b>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</b></li> <li>● <b>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</b></li> <li>● <b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b></li> <li>● <b>Innovative ideas or innovation can lead to career opportunities.</b></li> </ul>
	<i>Performance Expectation/s:</i>	<p><b>-9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</b></p> <p><b>-9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</b></p> <p><b>- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</b></p> <p><b>-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</b></p> <p><b>-9.4.12.CI.3: Investigate new challenges and opportunities for personal</b></p>

		growth, advancement, and transition (e.g., 2.1.12.PGD.1).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>