

[NJSLA Grade 9-10](#)

Marking Period	Unit Title	Recommended Instructional Days
3	(Unit 3) American Romanticism	40 days
<p>Reading Literature Text Strand:</p>	<p>Reading Informational Text Strand:</p>	<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.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.R6. Assess how point of view or purpose shapes the content and style of a text.</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.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, including determining where the text leaves matters uncertain.</p>	

<p>NJSLS.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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>NJSLS.RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</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</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> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance,</p>	
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<p>above.</p>	<p>(e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p>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. NJSLSA.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. NJSLSA.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. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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. 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. NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Progress Indicator: 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. A. Introduce precise claim(s), distinguish the claim(s) from</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● How is Romanticism a response to Rationalism? ● How does post-Revolutionary war feelings affect literature? ● How can readers recognize the theme in a poem? ● How do the poetic devices in a poem add to the layers of meaning? ● How does the visual format affect the interpretation of the poem? ● How do writers/speakers utilize rhetorical devices to encourage the audience to take action? ● How do Transcendentalist tenets encourage fighting for civil rights? ● How does Industrialism affect literature during the Romantic Movement? ● Why is diction important? How do authors construct tone? ● How is the pattern of conflict development and resolution different in short stories and novels? ● How can literature written in the past be useful in the present or future? ● Why is it useful to question an author or text? ● How does Transcendentalist ideology affect American culture after the movement? <p>Activity Description: INTERDISCIPLINARY CONNECTIONS:</p> <ul style="list-style-type: none"> ● Suggested Social Studies Resources for Content-Area Integration -6.1.12.D.11.c <i>Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often</i>

<p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>Progress Indicator:</p> <p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p>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>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.2. Write informative/explanatory texts to</p>	<p><i>expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</i></p> <p>-6.1.12.D.13.a <i>Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</i></p> <ul style="list-style-type: none">• Suggested Math Resources for Content-Area Integration <i>MP.2 Reason abstractly and quantitatively. (HS-LS4-1)</i>
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<p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p>examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	
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	<p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>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.9-10.5. 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.9-10.6. 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.</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the</p>	
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	<p>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>	
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<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. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. 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. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>Progress Indicator: 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</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. 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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Progress Indicator: L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.*</p>	

<p>others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</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>B. Use a colon to introduce a list or quotation.</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> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	
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<p>identifying any false reasoning or distorted evidence. 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. SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p>	<p>C. 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. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.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 when considering a word or phrase important to comprehension or expression.</p>	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Responsible Decision-Making • Relationship Skills 	<ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges • Recognize the skills needed to establish and achieve personal and educational goals • Demonstrate an understanding of the need for mutual respect when viewpoints differ 	

	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Utilize positive communication and social skills to interact effectively with others 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • TPCASTT of Poe’s poems in groups • Character chart of the characters in “The Legend of Sleepy Hollow” • Venn Diagram of Gothic Romanticism and Transcendentalism • In-class recitation of Poe’s poetry • Rewriting of the ending of Rip Van Winkle • Vocabulary posters on Rip Van Winkle • Vocabulary quizzes on Poe and Irving • Close reading analysis of essays by Emerson done in partners • Recite a poem of Emily Dickenson and/or Walt Whitman to understand tone and practice scansion. • Create a campaign poster for the characters in The Scarlet Letter to help students closely analyze a character’s ideology • Give a short presentation on how Emerson’s tenets of Transcendentalism affects contemporary media • Barometer debate on themes and issues presented in The Scarlet Letter • Alternative Assessments (projects, student portfolios, performance based assessments) 	<p>Benchmarks:</p> <ul style="list-style-type: none"> • Grade 10 Diagnostic Assessment • Grade 10 District Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Narrative Writing <ul style="list-style-type: none"> ○ Select one of the tenets of Transcendentalism and create a 20-line poem similar to one of Emerson’s. ○ Write a short story based on Bayonne using Irving’s distinct style. Include important landmarks and historical criticism. • Research Writing <ul style="list-style-type: none"> ○ Read the article “How Henry David Thoreau Studied Climate Change (Without Realizing It)” and conduct a similar research experiment with Bayonne <ul style="list-style-type: none"> ■ (Standards in Action: Climate Change) ○ Find a modern example of the prejudice that Hester faces from her community. Discuss how <i>The Scarlet Letter</i> can be used to examine isolation and use your example to help support your points. <ul style="list-style-type: none"> ■ (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) • Literary Analysis Project <ul style="list-style-type: none"> ○ Student-teaching-students project on <i>Walden</i>. In a group, create a presentation analyzing an assigned chapter set from <i>Walden</i>. ○ In a group project, analyze the importance of setting in <i>To Kill a Mockingbird</i> <ul style="list-style-type: none"> ■ (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) 	

		<ul style="list-style-type: none"> • (Amistad Law: N.J.S.A. 18A 52:16A-88) • Multiple Choice Exam on <i>The Scarlet Letter</i> Vocabulary • AP Literature style exam on <i>The Scarlet Letter</i> 	
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
<ul style="list-style-type: none"> • Learning Contracts • Centers/Stations • Interactive Journals • Leveled Readers • Online Simulations • Teacher Editions • Student Editions 	<ul style="list-style-type: none"> • Extra Support Readers • Provide options for Comprehension • Tiered Content/Activities • Provide a variety of materials • Provide options for perception • Manipulatives 	<ul style="list-style-type: none"> • Online Thesaurus • Extra Support Readers • Tiered Content/Activities • Provide a variety of materials 	<ul style="list-style-type: none"> • Enrichment Readers • Enrichment Activities • Compacting • Tiered Content/Activities • Provide a variety of rigorous materials
Supplemental Resources			
<p>Technology: Technology Integration:</p> <ul style="list-style-type: none"> • Websites: <ul style="list-style-type: none"> o Newsela, Formative, Vocabulary, Blendspace, Canva o CrashCourse Literature, CrashCourse History, TedTalk, TedEd, Commonlit • Schoology, Google classroom, Teacher website, IXL • Librivox, Lit2Go, Project Gutenberg • Ipevo Document Camera • Notebook program <p>Other: Suggested literary texts</p> <ul style="list-style-type: none"> • <i>The Scarlet Letter</i> by Nathaniel Hawthorne • <i>To Kill a Mockingbird</i> by Harper Lee (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) • <i>Walden</i> by Henry David Thoreau • <i>Leaves of Grass</i> by Walt Whitman (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) • Selections of Emily Dickinson poetry (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) • “Goodman Brown and other short stories” by Nathaniel Hawthorne 			

- “The Masque of the Red Death”, “The Pit and the Pendulum”, “The Cask of Amontillado,” and “The Black Cat” by Edgar Allan Poe
- *Sketchbook* by Washington Irving, *Rip Van Winkle* and *The Legend of Sleepy Hollow*

Suggest informational texts

- “Nature” and “Self Reliance” by Ralph Waldo Emerson
- “Civil Disobedience” by Henry David Thoreau
- Newsela Articles
 - Authors: Edgar Allan Poe
 - What kind of prison might the inmates design?
 - The Salem witch trials: Teenage hocus pocus — or just teenage hoax?
- “The Salem (and other) Witch Hunts by Mike Kubic **(Holocaust Law: N.J.S.A. 18A:35-28)**
- “Rip Van Winkle Disease” article
- *Outline of American Literature: Pre-Colonial to Realism* by Kathryn Spankeren
- “Letters from Birmingham Jail” by Martin Luther King, Jr. **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- “Modern Lessons from the Letter from Birmingham Jail” by Dean Prabu David **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

Classroom Equipment:

- Smartboard
- Laptop/Chromebook and Internet
- Whiteboard for the classroom
- Novels/books

**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"> ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Editions 	<ul style="list-style-type: none"> ● Extra Support Readers ● Provide options for Comprehension ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception ● Manipulatives 	<ul style="list-style-type: none"> ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities ● Provide a variety of materials 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Compacting ● Tiered Content/Activities ● Provide a variety of rigorous materials ●

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.	
	Core Ideas:	There are reasons and consequences to taking on debt. •
	Performance Expectation/s:	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
	Career Readiness, Life Literacies, & Key Skills Practices	
	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.	

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>