

Marking Period	Unit Title	Recommended Instructional Days
1	Understanding the Teenage Brain	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><u>NJSLA Grade 9 & 10 ELA</u></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, including determining where the text leaves matters uncertain.</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>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>Companion Standards Subject:</p>	<p>Writing Strand:</p>	

<p><i>Progress Indicators:</i></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.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p>NJSLA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLA.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>NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLA.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>NJSLA.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>What makes the teenage brain unique? Why should teenagers be aware of their own brain's changes?</p> <p>How do emotions affect behavior? How can people properly manage their feelings?</p> <p>Why do authors create patterns and/or contrasts in their writing?</p> <p>Why are metacognition and self reflection important to reading and self success?</p> <p>What makes characters interesting, realistic, or well developed?</p> <p>What is literary theory and how do different literary lenses affect literary analysis?</p> <p>Why do authors use patterns and contrasts?</p> <p>How do we analyze literature?</p> <p>What is the impact of language and word choice on a text?</p> <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> ● Reflect on their own personality and learning style preferences, as a means of creating a better understanding of themselves and helping their teacher to instruct and connect with them better. ● Cite textual evidence to support analysis of theme, character and character development and plot. ● Analyze author's choice of language, especially literary devices. ● Compare two texts analytically, focusing on differences and critical nuances, for example: how different authors treat a similar subject and different directors' interpretations of the same text in order to analyze tone and distinguish a shift in tone. ● Identify different craft moves that authors use and practice them in risk-free workshop writing sessions ● Collaborate in conversation and on Chromebooks ● Use close reading strategies while reading and notetaking. ● Distinguish between summary and analysis in writing. Use active verbs to promote analysis in writing.
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<p>RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>	<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><i>Progress Indicator:</i></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"> • Use transitions to promote organization and fluency in writing. • Defend a viewpoint using evidence and ethics, both verbally and in writing • Edit their own writing for use of complete sentences and correct comma usage. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Suggested Visual and Performing Arts Resources for Content- Area Integration</p> <ul style="list-style-type: none"> ○ 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. ○ 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. ○ 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. ○ Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. <p>Suggested History Resources for Content-Area Integration</p> <ul style="list-style-type: none"> • Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. • 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about
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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.)</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.9-10.9. 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>	<p>how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <ul style="list-style-type: none">• 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.
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Speaking and Listening Strand:	Language Strand:	
<p>NJSLA.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>NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLA.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>NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLA.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>NJSLA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLA.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>	

<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><i>Progress Indicator:</i></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 	
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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>

<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none">● Cooperative Learning/Inquiry Based Lesson- Find examples of suicidal ideation in Romeo and Juliet and discuss how it can be prevented.● Pinwheel Discussion- Is either Romeo or Juliet a tragic hero?● Tableaux Vivants- Block, rehearse and perform a scene from Shakespeare, using a limited amount of lines in order to assess comprehension and visualize an important part of the play.● Quizzes- Brief comprehension quizzes and one paragraph writing assignments● Admit and Exit slips and/or Quickwrites- writing assignments as before, during and after reading comprehension strategies● Three Levels of Thinking Literary Response Notes- Sticky Notes, Chart, or Notebook format● Task Cards, Discussion Cards, Silent Discussion or other dialectical learning strategies for practice in class.● Literary Analysis Practice- Analyze the development of either Romeo or Juliet and how their relationships with other characters have contributed to this development.● Writing Practice- Formative Writing, such as practice introduction, conclusion, quote embedding, thesis, etc.	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none">● Honors 9 District Assessment #1- Multiple Choice and Essay <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">● Narrative Essay- This I Believe- How can adults better support teenagers? (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)● Literary Analysis Essay- What type of love do you want in a future relationship? Examine the ways love is portrayed in Shakespearean sonnets and modern love songs (or poems) using the strategies for paired literary analysis. Trace the ways that Shakespeare influenced this author. Example: Sonnet 73 and Ed Sheeran’s “Thinking Out Loud.” It is also important for students to develop a sense that comparison does not just mean finding similarities, especially generalities, like “they both talk about love” but growing to understand important nuances and distinctions.● Research- Research William Shakespeare, Elizabethan England or the Renaissance (different topics), collaborate to analyze and synthesize the information and present findings to the class.● Class Debate- Who is to blame for the deaths of Romeo and Juliet?● Objective Test on <i>Romeo and Juliet</i> with short PCR on character development.		
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Chromebooks Novels Other readings</p>	<ul style="list-style-type: none">● Modified assessments as required● Extra support through tutorial	<ul style="list-style-type: none">● Merriam-Webster Online ELL Dictionary/ Online Thesaurus	<ul style="list-style-type: none">● Providing a variety of rigorous materials● Allowing student choice to stimulate brain engagement

<p>Notebooks Online Learning Resources such as: No Red Ink and Edulastic Podcasts and TED Talks Common Lit/NewsELA <i>The New York Times</i>: The Learning Network</p> <p>Anchor Texts: <i>Romeo and Juliet</i> by William Shakespeare (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)</p> <p><i>The Sound of Waves</i> by Yukio Mishima (summer reading) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <p>Assorted Sonnets by William Shakespeare</p> <p>“The Dark Lady’s Skin” by Jeffrey Wilson (Amistad Law: N.J.S.A. 18A 52:16A-88)</p>	<ul style="list-style-type: none"> • Extra support through modified readings • Online Thesaurus • Extra Support Readers • Tiered Content/Activities 	<ul style="list-style-type: none"> • Extra Support Readers • Tiered Content/Activities 	<ul style="list-style-type: none"> • Tiered Content/Activities • Cooperative Learning/Mentor
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<p>Suggested Texts:</p> <p>“The Seven Ages of Man” by William Shakespeare</p> <p>“Decoding the Teenage Brain (in 3 Charts)” by Stephen Merrill (Edutopia)</p> <p>“Why Teenage Brains Are So Hard to Understand” by Alexandra Sifferlin</p> <p>“Why Teens are Impulsive, Addiction Prone, and Should Protect Their Brains” by Frances Jensen (Podcast, good with doodle notes)</p> <p>“The Impulsive Teen Brain Isn’t Based in</p>			
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Science” by Dan Romer			
“Senate Statement on PBS Funding” by Fred Rogers (available on American Rhetoric)			
“Drama Bug” by David Sedaris (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)			
Learning Styles Quiz			
MBTI Personality Quiz			
<i>Zeffirelli’s Romeo and Juliet</i> , directed by Franco Zeffirelli (with Olivia Hussey and Leonard Whiting)			
<i>Romeo + Juliet</i> , directed by Baz			

<p>Luhrmann (with Claire Danes and Leonardo Di Caprio) (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 Diversity & Inclusion: N.J.S.A. 18A:35-4.36a</p> <p>TED Talk: “How to Raise Successful Kids- Without Overparenting” by Julie Lythcott-Haims</p> <p>List of Signs and Symptoms of Suicidal Ideation</p> <p>Disney Pixar’s film “Inside Out” (excerpts)</p> <p>“This Romeo and Juliet Defies Gender Tradition” - Sacramento State News, Spring 2020 (LGBTQ and</p>			
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Disabilities Law: N.J.S.A. 18A:35-4.35)			
Supplemental Resources			
Technology: Technology Integration: <ul style="list-style-type: none">• Websites:<ul style="list-style-type: none">o No Red Inko Ed Puzzleo Edulastico CrashCourse Literatureo CrashCourse Historyo TedTalk/ TedEdo NY Timeso Edutopia• Schoology• Ipevo Document Camera Other: <ul style="list-style-type: none">• Post its, graphic organizers, other hands on materials as possible or practical.			

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 • Other readings • Writing Conferences • 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"> • Provide options for Comprehension • Tiered Content/Activities • Direct instruction • Scaffolding • Student-to-student support 	<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
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <i>Global and Cultural Awareness, Critical Thinking and Problem-solving and Digital Citizenship</i>		
	Core Ideas:	<p>Individuals from different cultures may have different points of view and experiences.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>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>	

		Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Performance Expectation/s:	<p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).</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> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). -9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Students will learn how academic ethics affects their academic career and develop skills to use intellectual property and research effectively without plagiarizing.</p> <p>Students will develop a growth mindset and focus on improving on their own continuum.</p> <p>Students will learn to reflect on their personal strengths and weaknesses by completing a personality assessment and reflection.</p> <p>Act as a responsible and contributing community member.</p> <p>Consider the environmental, social and economic impacts of decisions.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</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>		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>
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