# Additional Standards

Content Area: **World Language**
Course(s):
Time Period: **Generic Time Period**
Length: **Full Year**
Status: **Published**

## Career Readiness, Life Literacies, and Key Skills

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| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school and community. |
| 9.2.12.CAP.2 | Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. |
| 9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| | There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money. |
| 9.1.2.FP.1 | Explain how emotions influence whether a person spends or saves. |
| | External factors can influence the items that an individual wants or needs. |
| 9.4.12.DC.3 | Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1). |
| 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). |
| 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). |
| | Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. |
| 9.4.12.IML.1 | Compare search browsers and recognize features that allow for filtering of information. |
| 9.4.12.IML.2 | Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. |
| 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). |
| 9.4.12.IML.8 | Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). |

## Computer Science and Design Thinking

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| | The usability, dependability, security, and accessibility of devices within integrated systems are important considerations in their design as they evolve. |
| | A computing system involves interaction among the user, hardware, application software, and system software. |
| 8.1.12.CS.4 | Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. |
| 8.1.12.IC.1 | Evaluate the ways computing impacts personal, ethical, social, economic, and cultural |

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| | practices. |
| 8.1.12.AP.7 | Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. |
| 8.2.12.ED.5 | Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). |

## Interdisciplinary Connections Across Content and Grade

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| 1 | Make sense of problems and persevere in solving them |
| 1 | Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. |
| 2 | Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. |
| | Language: System and structure, effective use, and vocabulary |
| 2 | Gathering and Evaluating Sources |
| 3 | Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. |
| 2 | Reason abstractly and quantitatively |
| 3 | Seeking Diverse Perspectives |
| 1.5.12prof.Cr1a | Use multiple approaches to begin creative endeavors. |
| 6 | Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures. |
| 5 | Use appropriate tools strategically |
| 5 | Presenting Arguments and Explanations |
| 1.5.12prof.Cr2a | Engage in making a work of art or design without having a preconceived plan. |
| 1.5.12prof.Pr4 | Selecting, analyzing, and interpreting work. |
| 2.1.12.SSH.1 | Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. |
| 2.1.12.SSH.2 | Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. |
| 2.1.12.SSH.3 | Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. |

## Reading and Writing

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| L.SS.9–10.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| L.KL.9–10.2 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| L.KL.9–10.2.A | Acquire and use accurately general academic and domain-specific words and phrases, |

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| | sufficient for reading, writing, speaking, and listening at the college and career readiness level. |
| L.KL.9–10.2.B | Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| L.KL.9–10.2.C | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| L.VI.9–10.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| RL.CI.9–10.2 | Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| RL.PP.9–10.5 | Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. |
| RI.AA.9–10.7 | Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| W.IW.9–10.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.IW.9–10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| W.NW.9–10.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| SL.PE.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. |
| SL.PE.9–10.1.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.ES.9–10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| SL.UM.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. |