



FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
HEALTH AND PHYSICAL EDUCATION DEPARTMENT CURRICULUM

PHYSICAL EDUCATION

Grade Level: 9-12

Credits: 3.75

BOARD OF EDUCATION ADOPTION DATE: August 25, 2022

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FREEHOLD REGIONAL HIGH SCHOOL DISTRICT



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Physical Education
Course Description
Over the course of four years, students will engage in three major areas of study in Physical Education: fitness, team sports, and lifetime activities. Each class, students will participate in a comprehensive lesson related to one of the three units on a cyclical basis. After the comprehensive lesson, students will move to an assigned unit that incorporates one or all of the three courses of study. Sportsmanship, cooperation, and wellness will be integrated in all areas of study.
Course Sequence and Pacing
Unit Title
Unit 1: Team Sports
Unit 2: Fitness
Support Resources
<p>Supporting resources and appendices for this curriculum:</p> <ul style="list-style-type: none"> • Physical Education Resource Catalog • <u>Appendix A: Accommodations and Modifications for Various Student Populations</u> • <u>Appendix B: Assessment Evidence</u> • <u>Appendix C: Interdisciplinary Connections</u>

Physical Education
Unit 1: Team Sports
Section 1.1

Respect, Sportsmanship, Social Benefits

NJSLS-M Performance Expectations

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed and collaborating respectfully to solve problems in groups, teams and in pairs during physical activity.

2.2.12.MSC.4: Analyze *etiquette*, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, *participation*, and behavior.

2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

2.2.12.PF.2 [1] Identify and demonstrate safety protocol.

2.2.12.PF.2 [2] Identify and demonstrate characteristics of respect and strategies to appreciate classmates and encourage all during physical activity.

2.2.12.PF.2 [3] Apply strategies to respect classmates and encourage all during physical activity.

2.2.12.LF.5 [1] Describe the social benefits gained from participating in physical activity.

2.2.12.LF.4 [1]

Identify and apply strategies for:

A. Demonstrating responsible social behavior.

B. Cooperating with classmates of all skill levels.

C. Collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

2.2.12.MSC.4 [1] Review previous etiquette, responsibilities, and preparation in everyday activity (encourage, self esteem).

2.2.12.MSC.4 [2] Apply positive self talk and positive feedback to teammates, officials, trainers, and other participants (verbalize the importance of self talk and feedback).

2.2.12.LF.2 [1] Demonstrate openness and willingness to participate in physical activity from your own and other cultures.

Physical Education Unit 1: Team Sports Section 1.2
Rules, Terminology, Scoring Procedures, Officiating
NJSLS-M Performance Expectations
2.2.12.MSC.4: Analyze <i>etiquette</i> , responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, <i>participation</i> , and behavior.
2.2.12.MSC.5: Develop rule changes to existing games, sports and activities that enhance <i>participation</i> , safety and enjoyment.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:
2.2.12.MSC.4 [3] Identify, explain, and demonstrate basic rules and terminology.
2.2.12.MSC.4 [4] Identify and explain scoring and officiating procedures.
2.2.12.MSC.5 [1] Identify, explain, and demonstrate rule changes.

Physical Education Unit 1: Team Sports Section 1.3
Skill Development and Performance
NJSLS-M Performance Expectations
2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, <i>aerobics</i> , or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, <i>pickleball</i>).
2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:
2.2.12.MSC.1 [1] Demonstrate skills associated with the activity.
2.2.12.MSC.2 [1] Apply offensive and/or defensive skills and strategies.

Physical Education
Unit 1: Team Sports
Section 1.4

Game/Tournament Play

NJSLS-M Performance Expectations

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, *aerobics*, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, *pickleball*).

2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

2.2.12.MSC.5: Develop rule changes to existing games, sports and activities that enhance *participation*, safety and enjoyment.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

2.2.12.MSC.1 [2] Apply skills and knowledge of the activity/sport.

2.2.12.MSC.1 [3] Demonstrate game play and rules for the activity/sport.

2.2.12.MSC.2 [2] Adapt skills and movement to impact performance.

2.2.12.MSC.2 [3] Apply offensive and defensive game strategies.

2.2.12.LF.2 [2] Exhibit sportsmanship by creating a positive by respecting teammates' roles and capabilities.

2.2.12.MSC.5 [2] Develop and modify rules to improve game play.

2.2.12.MSC.5 [4] Apply rule/scoring changes to participate in modified versions of sport or activity.

Physical Education
Unit 1: Team Sports
Section 1.5

Reflection

NJSLS-M Performance Expectations

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.

2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in, sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports and social and emotional connections.

2.2.12.PF.1: Compare the short- and long-term *benefits of* physical activity and the impact on wellness associated with physical, *mental, emotional fitness* through one's lifetime.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

2.2.12.LF.8 [1] Develop an awareness of the community resources and opportunities to play sport/activity.

2.2.12.LF.6 [1] Describe ways to continue participation in physical activity in the community for self and family members.

2.2.12.LF.7 [1] Describe the psychological effects of regular amounts of physical activity (e.g., healthy physical self-image, ability to reduce stress, strong mental function, and emotional health).

2.2.12.PF.1 [1] Explain the current and future impact of globalization and technology on the influences of participation in, sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports and social and emotional connections.

Physical Education
Unit 2: Fitness
Section 2.1

Respect, Social Behavior, Social Benefits

NJSLS-M Performance Expectations

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed and collaborating respectfully to solve problems in groups, teams and in pairs during physical activity.

2.2.12.MSC.4: Analyze *etiquette*, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, *participation*, and behavior.

2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

2.2.12.PF.2 [1] Identify and demonstrate safety protocol.

2.2.12.PF.2 [2] Identify and demonstrate characteristics of respect and strategies to appreciate classmates and encourage all during physical activity.

2.2.12.PF.2 [3] Apply strategies to respect classmates and encourage all during physical activity.

2.2.12.LF.5 [1] Describe the social benefits gained from participating in physical activity.

2.2.12.LF.4 [2]

Identify and apply strategies for:

A. Demonstrating responsible social behavior.

B. Cooperating with classmates of all fitness levels.

C. Collaborating respectfully to solve problems in groups and pairs during fitness activity.

2.2.12.MSC.4 [1] Review previous etiquette, responsibilities, and preparation in everyday activity (encourage, self esteem).

2.2.12.MSC.4 [2] Apply positive self talk and positive feedback to improve performance, participation, and behavior.

2.2.12.LF.2 [1] Demonstrate openness and willingness to participate in physical activity from your own and other cultures.

Physical Education Unit 2: Fitness Section 2.2
Fitness Terminology and Lifelong Impact
NJSLS-M Performance Expectations
2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family and others in a community.
2.2.12.PF.1: Compare the short- and long-term <i>benefits of</i> physical activity and the impact on wellness associated with physical, <i>mental, emotional fitness</i> through one's lifetime.
2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:
2.2.12.LF.1 [1] Identify physical fitness vocabulary (flexibility, muscular endurance, and cardiovascular, etc.)
2.2.12.LF.1 [2] Evaluate the benefits of fitness components to motivate oneself, family, and community.
2.2.12.PF.1 [1] Evaluate the benefits of physical fitness on the mind and body both before, during, and after activity.
2.2.12.PF.5 [1] Measure the physiological responses of energy systems (heart rate, rate of breathing) before, during, and after physical fitness activities.

Physical Education Unit 2: Fitness Section 2.3
Fitness Implementation
NJSLS-M Performance Expectations
2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.3: Design, lead and <i>critique</i> rhythmic and <i>physical activity</i> that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, <i>aerobics dance</i> , fitness).
2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.PF.3: Design and implement a personal fitness plan, <i>using evidence</i> and evaluate how that <i>reflects knowledge</i> and application of fitness-training principles (FITT) and the <i>components of skill related fitness</i> .
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:
2.2.12.MSC.2 [1] Identify proper form and technique for the fitness activity.
2.2.12.MSC.3 [1] Demonstrate and modify movement during physical activity.
2.2.12.MSC.3 [2] Design and lead physical activity.
2.2.12.LF.3 [1] Recognize how to successfully progress in different physical activities in a lifetime.
2.2.12.PF.3 [1] Design and implement a personal fitness plan or routine.

Physical Education
Unit 2: Fitness
Section 2.4

Reflection

NJSLS-M Performance Expectations

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.

2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in, sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports and social and emotional connections.

2.2.12.PF.1: Compare the short- and long-term *benefits of* physical activity and the impact on wellness associated with physical, *mental, emotional fitness* through one's lifetime.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

2.2.12.LF.8 [1] Develop an awareness of the community resources and opportunities to play sport/activity.

2.2.12.LF.6 [1] Describe ways to continue participation in physical activity in the community for self and family members.

2.2.12.LF.7 [1] Describe the psychological effects of regular amounts of physical activity (e.g., healthy physical self-image, ability to reduce stress, strong mental function, and emotional health).

2.2.12.PF.1 [1] Explain the current and future impact of globalization and technology on the influences of participation in, sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports and social and emotional connections.

Physical Education		
NJSLs Companion Standards		Unit
RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.	
RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.	
RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence	
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.	
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.	
RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	
WHST.11-12.1	Write arguments focused on discipline-specific content.	
WHST.11-12.1A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	
WHST.11-12.1B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	
WHST.11-12.1C	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.	
WHST.11-12.1D	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.	
WHST.11-12.1E	Provide a concluding paragraph or section that supports the argument presented.	
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
WHST.11-12.2A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
WHST.11-12.2B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	

WHST.11-12.2C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
WHST.11-12.2D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	
WHST.11-12.2E	Provide a concluding paragraph or section that supports the argument presented.	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
WHST.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.	
WHST.11-12.7	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 inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
NJSLS Computer Science, Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills		Unit
9.2.12.CAP.1:	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	
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.	
9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
9.2.12.CAP.5:	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.2.12.CAP.7:	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.	
9.2.12.CAP.8:	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
9.2.12.CAP.9:	Locate information on working papers, what is required to obtain them, and who must sign them.	
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	
9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education	
9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	

9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g. retirement or medical) can reduce taxable income.	
9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g. property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.	
9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.	
9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g. cash business, tips, tax filing and withholding).	
9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.	
9.2.12.CAP.20	Analyze a Federal and State Income Tax Return	
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.	
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business	
9.4.12.CI.1:	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CI.2:	Identify career pathways that highlight personal talents, skills and abilities.	
9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement and transition	
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice.	
9.4.12.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.CT.3:	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	
9.4.12.CT.4:	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
9.4.12.CT.5:	Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes	
9.4.12.DC.1:	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.	
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics.	
9.4.12.DC.3:	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.	
9.4.12.DC.4:	Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users	
9.4.12.DC.5:	Debate laws and regulations that impact the development and use of software	
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career opportunities.	
9.4.12.DC.7:	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.	
9.4.12.DC.8:	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.	
9.4.12.TL.1:	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task	
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3:	Analyze the effectiveness of the process and quality of collaborative environments.	
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	

9.4.12.GCA.1:	Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	
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.	
9.4.12.IML.3:	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	
9.4.12.IML.4:	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	
9.4.12.IML.5:	Evaluate, synthesize and apply information on climate change from various sources appropriately.	
9.4.12.IML.6:	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.	
9.4.12.IML.7:	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	
9.4.12.IML.8:	Evaluate media sources for point of view, bias and motivations.	
9.4.12.IML.9:	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	