



Summary of Additions, Deletions, and Revisions 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

June 2020

Based on public feedback and review, the Draft New Jersey Student Learning Standards (NJSLS) posted in February of 2020 have been updated. The updated documents use **bolding** to indicate additions and revisions, and brackets [] to indicate deletions. This formatting is not accessible to many people. This document serves as the alternate version of the **bolded** and [bracketed] content. It lists all *meaningful* additions, deletions, and revisions.

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Revisions

This section includes revisions made to performance expectations.

Performance Expectations

9.4 Life Literacies and Key Skills

By the end of grade 2

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Added “(e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).”
9.4.2.CI.2: Demonstrate originality and inventiveness in work.	9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).	Added “(e.g., 1.3A.2CR1a).”
9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	Added “(e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).”
9.4.2.CT.2: Identify possible approaches and resources to execute a plan.	9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).	Added “(e.g., 1.2.2.CR1b, 8.2.2.ED.3).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.	9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).	Added “(e.g., 8.1.2.NI.3, 8.1.2.NI.4).”
9.4.2.DC.7: Describe actions peers can take to positively impact climate change.	9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).	Added “(e.g., 6.3.2.CivicsPD.1).”
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.	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).	Added “(e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).”
9.4.2.IML.2: Represent data in a visual format to tell a story about the data.	9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).	Added “(e.g., 2.MD.D.10).”
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.	9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).	Added “(e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic, etc.).	9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic, etc.) (e.g., 2.2.2.MSC.5, RL.2.9).	Added “(e.g., 2.2.2.MSC.5, RL.2.9).”
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.	9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1) .	Added “(e.g., 8.2.2.ED.1).”
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. (e.g., W.2.6., 8.2.2.ED.2).	9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.) .	Added “(e.g., SL.2.5).”
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.	9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2) .	Added “(e.g., W.2.6., 8.2.2.ED.2).”

By the end of grade 5

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 7.1.NM.IPERS.6).	Added “(e.g., W.4.6, 7.1.NM.IPERS.6).”
9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.	9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).	Added “(e.g., 6.3.5.CivicsPD.3, W.5.7).”
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).	Added “(e.g., 8.2.5.ED.2, 1.5.5.CR1a).”
9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.	9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).	Added “(e.g., W.4.7, 8.2.5.ED.6).”
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).	Added “(e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.	9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).	Added “(e.g., 2.1.5.CHSS.1, 4-ESS3-1).”
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	Added “(e.g., 6.1.5.CivicsCM.3).”
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.	9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).	Added “(e.g., 8.1.5.NI.2).”
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.	9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).	Added “(e.g., 8.1.5.IC.1).”
9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.	9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).	Added “(e.g., 6.3.5.GeoHE.1).”
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).	Added “(e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.	9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).	Added “(e.g., <i>Social Studies Practice - Gathering and Evaluating Sources</i>).”
9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.	9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).	Added “(e.g., 4.MD.B.4, 8.1.5.DA.3).”
9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.	9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes (e.g., 1.3A.5.R1a).	Added “(e.g., 1.3A.5.R1a).”
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).	Added “(e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).”
9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.	9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).	Added “(e.g., 2.2.5. PF.5).”
9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively.	9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).	Added “(e.g., 1.5.5.CR3a).”
9.4.5.TL.5: Collaborate digitally to produce an artifact.	9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).	Added “(e.g., 1.2.5CR1d).”

By the end of grade 8

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 7.1.NH.IPERS.6, 8.2.8.ETW.4).	Added “(e.g., RI.7.9, 7.1.NH.IPERS.6, 8.2.8.ETW.4).”
9.4.8.CI.2: Repurpose an existing resource in an innovative way.	9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	Added “(e.g., 8.2.8.NT.3).”
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	Added “(e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).”
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Added “(e.g., MS-ETS1-2).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1) .	Added “(e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).”
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8) .	Added “(e.g., W.6.8).”
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a) .	Added “(e.g., 1.5.8.C1a).”
9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.	9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b) .	Added “(e.g., 6.SP.B.4, 7.SP.B.8b).”
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8) .	Added “(e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change.	9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b) .	Added “(e.g., 1.1.8.C1b).”
9.4.8.IML.10: Examine the consequences of the uses of media.	9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7) .	Added “(e.g., RI.8.7).”
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1) .	Added “(e.g., 8.2.8.ED.1).”
9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4) .	Added “(e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).”
9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3) .	Added “(e.g., MS-LS4-5, 6.1.8.CivicsPI.3).”

By the end of grade 12

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	Added “(e.g., 1.1.12prof.CR3a).”
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Added “(e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).”
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Added “(e.g., 2.1.12.PGD.1).”
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Added “(e.g., 1.1.12acc.C1b, 2.2.12.PF.3).”
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Added “(e.g., 1.3E.12profCR3.a).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
9.4.12.CT.3: 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.	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).	<ul style="list-style-type: none"> • Replaced “9.4.12.CT.3” with “9.4.12.GCA.1” • Added “(e.g., 1.3E.12profCR3.a).” (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).”
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.3: 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).	Replaced “9.4.12.CT.4” with “9.4.12.CT.3”
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.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	Replaced “9.4.12.CT.5” with “9.4.12.CT.4”
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.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Added “(e.g., 6.1.12.CivicsPR.16.a).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
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.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).	Added “(e.g., 6.3.12.HistoryCA.1).”
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.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 (e.g., 8.1.12.NI.3).	Added “(e.g., 8.1.12.NI.3).”
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.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).	Added “(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.	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).	Added “(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).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
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.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).	Added “(e.g., NJSLSA.W8, <i>Social Studies Practice: Gathering and Evaluating Sources</i>).”
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.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).	Added “(e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).”
9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).	Added “(e.g., S-ID.B.6b, HS-LS2-4).”
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately.	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).	Added “(e.g., 2.1.12.CHSS.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
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.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 (e.g., NJSLSA.SL5) .	Added “(e.g., NJSLSA.SL5).”
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.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4) .	Added “(e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).”
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6) .	Added “(e.g., NJSLSA.R6, 7.1.AL.IPRET.6).”
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4) .	Added “(e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).”
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.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.) .	Added “(e.g., W.11-12.6.).”

Draft Performance Expectation	Proposed Performance Expectation	Changes
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.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	Added “(e.g., 7.1.AL.IPERS.6).”