Crest Memorial School Curriculum and Pacing Guide	
Grade: 6th	Subject Area: Literature
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements
Mission: A the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner. *Vision:* Driven by a passion for academic achievement, we strive to set and uphold rigorous standards that challenge our students to reach their fullest potential. Our commitment to excellence extends beyond the classroom, encompassing character development, critical thinking, and a lifelong love of learning. We believe in fostering a supportive and inclusive community where students feel valued, understood, and encouraged to explore their interests. Through personalized learning plans, we aim to address the diverse needs of our students, recognizing that each individual possesses a distinct set of strengths and abilities. **COPY AND PASTE MISSION/VISION STATEMENTS FROM NJ DOE SUBJECT AREA GUIDES TO REPLACE WHAT'S ABOVE**

Integration of Technology
When adding technology integration, you have to include specific standards from the NJ DOE. Here less is more. Choose one or two standards that are a central part of the learning experience. See: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

21st Century Skills
Here again, less is more. Choose one or two standards that are a central part of the learning experience. See: https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

Career Education

Here again, less is more. Choose one or two standards that are a central part of the learning experience. See:
https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Interdisciplinary Connection

1. Social Studies – Juvenile Justice and Social Inequality
   - Activity: Students research the juvenile justice system, comparing the treatment of young offenders historically and today. They can investigate issues of fairness and rehabilitation, reflecting on how these concepts are portrayed in Holes through the characters' experiences at Camp Green Lake.
   - Objective: Students will connect themes of justice and fairness in Holes to real-world social issues, developing an understanding of how literature can reflect societal values and challenges.

2. Science – Desert Ecosystems and Survival
   - Activity: Explore the desert environment where Holes is set by researching its climate, plant and animal life, and survival strategies. Students can create posters showing how the desert impacts the characters and themes in the story, such as survival and resilience.
   - Objective: By studying desert ecosystems, students connect environmental factors to character challenges in Holes, understanding how setting influences theme and character development.

3. Art – Symbolism in Visual Arts
   - Activity: Have students analyze the symbolism of the holes in the novel. Then, ask them to create a visual representation of the holes' symbolic meaning (e.g., emptiness, secrets, digging into the past) using art materials like charcoal or pastels. Students present and explain their artwork, drawing connections between visual symbols and literary themes.

- Objective: Students explore how abstract symbols represent complex ideas, deepening their understanding of how symbolism in Holes conveys themes of digging into one's past and discovering hidden truths.

Accommodations and Modifications	
Special Education	Follow 504/IEP accommodations ● Use graphic organizers to categorize and organize information ● Highlight and define important vocabulary ● Read quizzes aloud ● Provide sentence frames or sentence stems ● Create a word map
English Language Learners	● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	● Ask students higher level questions ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Follow 504 accommodations ● Allow verbalization before writing ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups

	• Provide educational "breaks" as necessary • Chunking content into "digestible bites" • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	• Lesson quick checks (Exit tickets) • Teacher Observation
Summative	• Oral place presentation • End of unit textbook comprehension test
Benchmark	• Baseline place labeling geography assessment
Alternative	• Performance Tasks • Projects

Pacing Guide	
Unit Title	Number of days
Holes	Approximately 30
Percy Jackson and the Lightening Thief	Approximately 20
Injustice Short Stories	Approximately 20
Gregor the Overlander	Approximately 25
Love That Dog	Approximately 20
Stargirl	Approximately 30

Unit Learning Goals

	Holes	

Core Instructional Materials	Supplemental Materials
● Novel *Holes* by Louis Sachar ● Online benchmark assessment resource	● Documentary on Juvenile justice system ● Online webquest

Daily Targets	NJSLS Performance Expectations	Instructional Activities
	●https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf	● Lecture on cultural traditions ● Collaborative learning compare-and-contrast cultural traditions diagram.
Day 1 Students will cite textual evidence to make predictions about the novel based on its title, cover, and the first two chapters.	NJSLS RL.6.1, SL.6.1)	1. Prediction Activity: Examine the cover and title of Holes. Students write predictions about the story based on textual evidence from the cover and chapters 1-2. 2. Group Discussion: Share predictions in groups and discuss the first impressions of the story. 3. KWL Chart: Start a KWL chart to track what students know, want to know, and learn throughout the novel.
Day 2 Students will describe the setting of Camp Green Lake and analyze how it influences the events of the story.	NJSLS RL.6.3, RL.6.1	1. Setting Map: Create a map of Camp Green Lake based on text descriptions, labeling key locations. 2. Journal Entry: Write a journal entry from Stanley's perspective about his first impressions of the camp. 3. Class Discussion: Discuss how the camp's environment shapes the plot and affects the characters' behaviors.

Day 3 Students will summarize the introduction of secondary characters and their significance in the story.	NJSLS RL.6.2, RL.6.1	1. Character Profiles: Create profiles for new characters introduced in these chapters, identifying key traits and roles. 2. Textual Evidence: Students find textual evidence to support their descriptions of characters. 3. Group Discussion: Discuss how these characters are likely to affect Stanley's experiences at Camp Green Lake.
Day 4 Students will summarize Stanley's family curse and analyze its importance to the plot	NJSLS RL.6.1, RL.6.3	1. Family Tree: Create a visual family tree of the Yelnats family, highlighting the family curse and its effects. 2. Group Activity: Summarize the curse in small groups and discuss how it influences Stanley's present circumstances. 3. Class Discussion: Reflect on how this backstory adds complexity to Stanley's character.
Day 5 Students will infer character traits of the boys at Camp Green Lake based on their dialogue and actions.	NJSLS RL.6.1, RL.6.3	1. Character Web: Create a web linking Stanley to the other boys, identifying their traits based on text evidence. 2. Role-Play: Act out key scenes to explore character interactions and traits. 3. Hot Seat Activity: Students answer questions in character, showing how well they understand each boy's personality.
Day 6 Students will identify and analyze emerging themes of friendship and survival in the story.	NJSLS RL.6.2, RL.6.3	1. Theme Tracker: Start a theme tracker, focusing on friendship and survival. Identify moments where these themes begin to emerge.

		2. Class Discussion: Discuss how Stanley's relationships are beginning to form and the role these themes play in his survival at camp. 3. Writing Prompt: Reflect on a time in which students had to rely on a friend, connecting this experience to the novel.
Day 7 Students will analyze how Stanley's relationship with Zero begins to change, using textual evidence.	NJSLS RL.6.3, RL.6.1	1. Character Interaction Chart: Track key interactions between Stanley and Zero that indicate a shift in their relationship. 2. Journal Entry: Write from Zero's perspective about his feelings toward Stanley and the other boys. 3. Class Debate: Should Stanley trust Zero? Students debate, using evidence from the chapters.
Day 8 Students will explain the significance of flashbacks and how they contribute to character and plot development.	NJSLS RL.6.5, RL.6.1	1. Timeline: Create a timeline that connects present events to flashbacks, illustrating how past events influence current actions. 2. Small Group Discussion: Students work in small groups to identify flashbacks in these chapters and discuss their importance. 3. Class Discussion: Explore how flashbacks enhance the reader's understanding of the characters and plot.
Day 9 Students will identify examples of irony and analyze how it impacts the story's tone.	NJSLS RL.6.4, RL.6.1	1. Irony Analysis: Identify instances of irony in these chapters and explain their effect on the reader. 2. Rewrite Activity: Students rewrite an ironic scene with a different, non-ironic outcome. 3. Group Discussion: Discuss how irony contributes to the story's overall tone and mood.

Day 10 Students will analyze the rising tension between Stanley and the other boys and its effect on the plot.	NJSLS RL.6.3, RL.6.1	1. Conflict Map: Create a visual map showing sources of tension between Stanley and other characters. 2. Quick Write: Write about how Stanley might resolve the conflicts and how these tensions affect his character development. 3. Class Discussion: Discuss the buildup of tension in these chapters and predict how it might influence the plot.
Day 11 Students will review key plot points, character development, and themes from chapters 1–20 and demonstrate understanding through a comprehension quiz.	NJSLS RL.6.1, RL.6.3	1. Review Game: Play a review game (e.g., Jeopardy) covering the major plot points, themes, and characters. 2. Comprehension Quiz: Administer a quiz assessing students' understanding of chapters 1–20. 3. Reflection: Have students write a short reflection on their quiz performance and what they've learned so far.
Day 12 Students will analyze Zero's backstory and how it contributes to his character development.	NJSLS RL.6.3, RL.6.1	1. Character Profile: Update Zero's character profile with new details from his backstory. 2. Partner Discussion: In pairs, students discuss how Zero's past shapes his actions and relationships at camp. 3. Perspective Writing: Write a journal entry from Stanley's perspective, reflecting on his evolving understanding of Zero.
Day 13 Students will compare and contrast the characters and events in the flashbacks with those in the present narrative.	NJSLS RL.6.3, RL.6.1	1. Venn Diagram: Compare characters and events from the flashbacks with those in the present-day story. 2. Group Discussion: Discuss how the flashbacks provide important context for the current events at Camp Green Lake.

		3. Art Activity: Create visual representations of how the past and present are connected.
Day 14 Students will analyze the theme of justice as it appears in these chapters	NJSLS RL.6.2, RL.6.1	1. Theme Chart: Add examples of justice and injustice from these chapters to the theme tracker. 2. Writing Prompt: Reflect on what justice means in the context of the novel and how it relates to the characters. 3. Class Debate: Debate whether the punishments and treatment at Camp Green Lake are just or unjust.
Day 15 Students will identify and analyze symbols, such as the holes, and discuss their significance to the novel's themes.	NJSLS RL.6.4, RL.6.1	1. Symbolism Analysis: Identify symbols in the text and explain their meaning and significance to the plot. 2. Art Activity: Create a visual representation of a key symbol and present its meaning to the class. 3. Group Discussion: Discuss how symbols deepen the reader's understanding of the novel's themes.
Day 16 Students will analyze Stanley's turning point and how it reflects his character development.	NJSLS RL.6.3, RL.6.1	1. Turning Point Chart: Track Stanley's character growth and identify the moment where his character begins to change. 2. Journal Entry: Write a journal entry from Stanley's perspective, reflecting on his turning point. 3. Class Discussion: Discuss how Stanley's choices and behavior demonstrate his character growth.
Day 17 Students will explore the theme of loyalty in Stanley and Zero's relationship.	NJSLS RL.6.2, RL.6.3	1. Loyalty Timeline: Create a timeline that highlights moments of loyalty between Stanley and Zero.

		2. Writing Prompt: Reflect on a time you showed loyalty to a friend, and compare it to Stanley and Zero's relationship. 3. Class Discussion: Discuss the importance of loyalty in the characters' relationships and the novel.
Day 18 Students will identify moments of rising action and analyze how they build tension in the story.	NJSLS RL.6.5, RL.6.1	1. Plot Diagram: Add moments of rising action from these chapters to the plot diagram. 2. Group Discussion: Discuss how the rising tension between characters affects the plot's direction. 3. Prediction Activity: Students predict what might happen next based on the rising action, citing text evidence.
Day 19 Students will analyze how the author builds suspense and its effect on the reader.	NJSLS RL.6.4, RL.6.5	1. Suspense Tracker: Identify moments of suspense and discuss how they contribute to the reader's engagement with the text. 2. Writing Prompt: Write about a time when you felt suspense in your life and compare it to the suspense in the novel. 3. Class Discussion: Discuss how Louis Sachar uses suspense to build excitement and tension in these chapters.
Day 20 Students will identify the climax of the novel and analyze how it changes the direction of the plot.	NJSLS RL.6.3, RL.6.5	1. Climax Diagram: Create a diagram showing the climax of the story and how it affects the resolution. 2. Journal Entry: Write from Stanley's perspective about how his actions at the climax reveal his growth. 3. Group Discussion: Discuss how the climax alters the direction of the story and resolves key conflicts.

| Day 21
Students will analyze how the resolution of the plot ties together major themes and plotlines.	NJSLS RL.6.2, RL.6.1	1. Resolution Analysis: Discuss how the events in chapters 39-40 help bring the story to its conclusion. 2. Theme Reflection: Write a short reflection on how the themes of friendship, justice, and fate are resolved in the novel. 3. Class Discussion: Review how the author ties up loose ends in the plot and how the characters have evolved.
Day 22
Students will review key plot points, themes, and character development from chapters 21–40 and demonstrate understanding through a comprehension quiz.	NJSLS RL.6.1, RL.6.3	1. Review Game: Play a review game (e.g., Kahoot, Jeopardy) to help students prepare for the quiz. 2. Comprehension Quiz: Administer a quiz assessing students' understanding of chapters 21–40. 3. Class Reflection: Students reflect on what they've learned in these chapters and set goals for the final section of the novel.
Day 23
Students will determine the meaning of figurative language and its impact on the story's tone and meaning.	NJSLS RL.6.4, RL.6.1	1. Figurative Language Hunt: Find examples of figurative language in chapters 41-42 and explain their significance. 2. Rewrite Activity: Rewrite a scene using different figurative language to change the tone. 3. Class Discussion: Discuss how figurative language enhances the storytelling and affects the reader's experience.
Day 24
Students will analyze the resolution of subplots and their contribution to the main plot.	NJSLS RL.6.3, RL.6.1	1. Subplot Map: Create a visual map showing how subplots in chapters 43-44 contribute to the main plot's resolution. 2. Small Group Discussion: Discuss how these subplots help to resolve the major conflicts in the story.

		3. Writing Prompt: Reflect on how the author uses subplots to enrich the story and deepen character development.
Day 25 Students will evaluate the changes in characters from the beginning to the end of the novel.	NJSLS RL.6.2, RL.6.3	1. Character Development Chart: Track the changes in major characters, especially Stanley and Zero, throughout the novel. 2. Comparative Writing: Write a compare-and-contrast essay on Stanley at the beginning of the novel vs. Stanley at the end. 3. Class Discussion: Discuss how character changes contribute to the novel's overall themes and message.
Day 26 Students will analyze how the final events in the novel resolve the major conflicts and conclude the narrative.	NJSLS RL.6.3, RL.6.1	1. Conflict Resolution Chart: Create a chart showing how the major conflicts in the novel are resolved. 2. Writing Prompt: Reflect on the resolution of the novel and whether or not it was satisfying. 3. Group Discussion: Discuss how the ending ties together the plot, themes, and character arcs.
Day 27 Students will reflect on the novel's overall message and how it is conveyed through the resolution of the plot.	NJSLS RL.6.2, RL.6.1	1. Theme Reflection: Write a reflection on the novel's message about friendship, loyalty, and justice, using evidence from the text. 2. Class Discussion: Discuss how the novel's ending leaves a lasting impact on the reader. 3. Visual Presentation: In groups, create a visual or digital presentation summarizing the novel's key themes, symbols, and character development.
Day 28 Students will review the major themes, plot events, and character developments from the entire novel.	NJSLS RL.6.1, RL.6.2	1. Review Game: Play a comprehensive review game (e.g., Jeopardy, Bingo) covering the entire novel.

		2. Study Guide: Go over a study guide that reviews key themes, events, and characters in preparation for the final test. 3. Q&A Session: Hold a Q&A session to clarify any remaining questions about the novel.
Day 29 Students will demonstrate their understanding of the novel's plot, themes, characters, and literary devices in a final test.	NJSLS RL.6.1, RL.6.3	1. Final Test: Administer a comprehensive final test on Holes, covering key elements from the entire novel. 2. Post-Test Reflection: After the test, students reflect on what they've learned from reading Holes and how it has impacted them.
Day 30 Students will review their final test results and reflect on their overall learning experience with the novel Holes.	NJSLS RL.6.1, RL.6.2	1. Test Review: Go over the final test answers and clarify any misconceptions or missed points. 2. Reflection Essay: Write a final reflection essay about the novel's impact, lessons learned, and favorite moments. 3. Class Discussion: Wrap up with a class discussion about the novel, sharing final thoughts and opinions.

Inclusive concepts

1. Understanding Social Inequality and Justice

- **Concept:** *Holes* provides an excellent opportunity to discuss themes of fairness, inequality, and justice. The novel explores how characters from different backgrounds are treated based on social biases and injustices, including Stanley's wrongful conviction and Zero's challenges due to his socioeconomic status.
- **Activity Idea:** Facilitate a class discussion on what fairness and justice mean to students. Use examples from the novel to examine how assumptions and biases impact the characters' lives. Students can also research real-world cases where fairness and justice were compromised, drawing parallels to *Holes* and discussing ways we can promote equity in our communities.

2. Valuing Friendship Across Differences

- **Concept:** Stanley and Zero's friendship highlights the importance of empathy, understanding, and acceptance, as the two come from different backgrounds yet form a deep bond that defies stereotypes and prejudices. This theme encourages students to reflect on the value of friendships that cross social, cultural, or economic divides.
- **Activity Idea:** Have students participate in a "Friendship Web" activity, where they discuss qualities that make a good friend and examples of friendship across differences. They can then write reflections on a friendship in their lives or a time they got to know someone different from themselves, emphasizing the importance of empathy and open-mindedness

Unit Learning Goals

Percy Jackson and the Lightning Thief

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to Greek Mythology Learning Target Students will identify key characteristics of Greek mythology and explain its cultural significance in ancient Greece.	(NJSLS RL.6.1, RL.6.3):	1. Mythology Mind Map: Students work in groups to create a mind map of what they already know about Greek mythology. They will categorize their knowledge into gods/goddesses, myths, creatures, etc., and present their findings to the class. 2. Gallery Walk: Set up stations around the room with images and descriptions of famous Greek gods, goddesses, and mythical creatures. Students will rotate through the stations, taking notes and discussing with their peers how each figure is significant in Greek culture.

Day 2: Key Elements of a Myth Learning Target Students will analyze the key elements of a myth, such as its structure, moral lesson, and supernatural elements.	(NJSLS RL.6.5, RL.6.2):	1. Myth Structure Sorting Activity: Give students cards with parts of a wellknown myth (e.g., "Theseus and the Minotaur") out of order. Students will work in small groups to arrange the events in the correct sequence, identifying the exposition, rising action, climax, and resolution. 2. Myth Elements Hunt: Provide a text of a Greek myth. Students will highlight or annotate parts of the story where they find the myth's key elements, such as the hero, the problem, supernatural involvement, and the moral lesson.
Day 3: Gods and Goddesses Learning Target Students will identify the traits, powers, and roles of key gods and goddesses in Greek mythology and explain their importance in myths.	(NJSLS RL.6.1, RL.6.3):	1. Gods & Goddesses Trading Cards: Students create "trading cards" for major gods and goddesses (e.g., Zeus, Athena, Poseidon), featuring their traits, powers, and stories. Once completed, they'll trade cards with their peers and quiz each other on each deity's characteristics. 2. RolePlaying Activity: In pairs, students choose a god or goddess and perform a short skit where they explain their powers and roles. The audience will guess which deity is being portrayed.
Day 4: Heroes in Greek Mythology Learning Target Students will analyze the characteristics of Greek heroes, focusing on their strengths, weaknesses, and the challenges they face.	(NJSLS RL.6.2, RL.6.3):	1. Hero vs. Villain Venn Diagram: Students compare and contrast the traits of a Greek hero (e.g., Hercules) and a villain (e.g., Medusa or the Minotaur) in a Venn diagram. They will focus on qualities such as bravery, strength, hubris, and flaws.

		2. Hero's Journey Mapping: Using the story of a famous Greek hero (e.g., Perseus), students will map out the stages of the hero's journey, identifying key elements like the call to adventure, challenges, and the return home.
Day 5: Mythological Creatures Learning Target: Students will describe mythological creatures from Greek myths and analyze their role in the stories.	NJSLS RL.6.1, RL.6.3	1. Creature Research Project: Students choose a Greek mythological creature (e.g., Cerberus, Hydra, Cyclops) and research its origins, appearance, and role in myths. They will present their findings through a creative poster or digital presentation. 2. Mythological Creature Creation: Students create their own mythological creature by combining features from Greek mythology creatures. They'll write a short description of their creature and explain how it would fit into a Greek myth.
Day 6: Understanding Themes in Greek Mythology Learning Target : Students will identify and explain common themes in Greek mythology, such as fate, hubris, and the power of the gods.	(NJSLS RL.6.2, RL.6.1)	1. Theme Chart: Students will read a selected myth and fill out a chart identifying the major themes (e.g., "Don't defy the gods" in the myth of Icarus). They'll explain how the events in the story illustrate these themes. 2. Theme Debate: Students will be assigned a theme (fate, hubris, loyalty, etc.) and, in small groups, prepare an argument on why this theme is the most important lesson in Greek mythology. Groups will then present their arguments to the class in a debate format.
Day 7: Comparing Greek and Modern Myths Learning Target :	(NJSLS RL.6.9, RL.6.3)	1. Compare and Contrast Chart: Choose a Greek myth (e.g., "The Odyssey") and a modern movie or book with mythological elements (e.g., Percy Jackson). Students will

Students will compare and contrast a Greek myth with a modern story or movie that includes mythological elements.		create a chart comparing the heroes, challenges, and lessons in both. 2. Myth Modernization Project: In small groups, students will update a Greek myth into a modern setting. They'll write and act out a short scene from their modernized version, explaining how the essential elements of the myth are preserved.
Day 8: Perseus and the Gorgon Learning Target : Students will analyze the myth of Perseus and the Gorgon and discuss the role of courage and intelligence in overcoming challenges.	(NJSLS RL.6.3, RL.6.1)	1. Perseus Storyboard: Students will create a storyboard that outlines Perseus's journey, from his call to adventure to defeating Medusa. They'll focus on how courage and cleverness play a role in his success. 2. Perseus Mock Trial: Students will put Perseus on trial, either defending or accusing him of his actions throughout the myth. Each side must use evidence from the text to argue their case in front of the class jury.
Day 9: The Trojan War and the Iliad Learning Target : Students will summarize the major events of the Trojan War and explain the roles of different gods and goddesses in influencing the outcome.	(NJSLS RL.6.1, RL.6.2)	1. Trojan War Timeline: Students will create a visual timeline of the key events in the Trojan War, noting where gods and goddesses intervene. 2. RolePlaying Activity: In small groups, students will take on the roles of various gods, goddesses, and heroes involved in the Trojan War. They will reenact key moments while explaining how each character's decisions influenced the war's outcome.
Day 10: The Legacy of Greek Mythology Learning Target :	(NJSLS RL.6.1, RL.6.9)	1. Greek Myths in Modern Life: Students will research how Greek mythology has influenced modernday products, brand names, or

Students will explain how Greek mythology has influenced modern culture, including literature, language, and the arts.		expressions (e.g., Nike, Pandora, Achilles' heel). They'll present their findings to the class. 2. Mythology in Pop Culture Scavenger Hunt: Students participate in a scavenger hunt where they find references to Greek mythology in modern books, movies, and songs. They'll present examples and explain the mythological connection.
Day 11: Introduction to the Main Character (Pages 1-10) Learning Target : - Students will describe Percy Jackson's character traits and discuss his challenges. - Students will understand the basics of Greek mythology and identify features unique to the graphic novel format.	(NJSLS RL.6.9, NJSLS RL.6.3)	1. Character Chart: Create a chart listing Percy's traits, challenges, and strengths, using evidence from the text. 2. Quick Write: Write a paragraph about a time when they felt out of place, comparing it to Percy's experience at school. 3. Graphic Novel Features: Review the elements of graphic novels, like panels, speech bubbles, and onomatopoeia, using examples from Percy Jackson and the Lightning Thief.
Day 12: Understanding Point of View (Pages 11-20) Learning Target : - Students will analyze how the first-person point of view influences the story.	(NJSLS RL.6.6)	1. Point of View Discussion: Discuss how Percy's perspective shapes the readers' understanding of events. How would the story change if told by another character? 2. Rewrite Activity: Students rewrite a scene from another character's perspective, then share their versions.
Day 13: Setting the Scene (Pages 21-30) Learning Target : - Students will identify and describe key settings and analyze how they influence the plot.	(NJSLS RL.6.3)	1. Setting Map: Students create a map of Camp Half-Blood based on descriptions in the text, noting important places and their significance.

		2. Visual Setting Exploration: Sketch scenes from Camp Half-Blood and label significant elements of the setting.
Day 14: Introduction to Greek Gods (Pages 31-40) Learning Target : - Students will identify and describe the Greek gods introduced and discuss their roles in the story.	(NJSLS RL.6.1)	1. God Profiles: Create "trading cards" for each god, including their powers, symbols, and relationships. 2. Discussion: Discuss why Greek gods are an important part of Percy's journey and how mythology affects his life.
Day 15: Character Relationships (Pages 41-50) Learning Target : - Students will analyze relationships between Percy, Grover, and Annabeth.	(NJSLS RL.6.3)	1. Relationship Web: Students create a web showing connections between Percy, Grover, and Annabeth, with supporting quotes. 2. Character Comparison: In pairs, students discuss how Percy and Annabeth's personalities complement each other.
Day 16: Identifying Themes (Pages 51-60) Learning Target : - Students will identify and explain emerging themes, such as friendship and bravery.	(NJSLS RL.6.2)	1. Theme Tracker: Start a chart to track themes throughout the novel, noting examples that support each theme. 2. Discussion: Discuss how Percy's bravery shapes his actions and relationships with others.
Day 17: Conflict and Resolution (Pages 61-70) Learning Target : - Students will identify types of conflict in the story and explain their significance.	(NJSLS RL.6.5)	1. Conflict Chart: Create a chart categorizing conflicts as man vs. man, man vs. self, and man vs. nature, with examples from the text. 2. Quick Write: Write about a challenge Percy faces and predict how he might overcome it.

Day 18: Foreshadowing and Predictions (Pages 71-80) Learning Target : - Students will identify examples of foreshadowing and make predictions about the story.	(NJSLS RL.6.1)	1. Prediction Journals: Students note moments of foreshadowing and make predictions about what might happen next. 2. Class Discussion: Discuss how these hints build suspense and engage the reader.
Day 19: Mid-Unit Quiz and Review Learning Target : - Students will review key themes, characters, and events from the first half of the novel.	(NJSLS RL.6.2)	1. Review Game: Play a trivia game covering characters, settings, and themes introduced so far. 2. Mid-Unit Quiz: Administer a quiz to assess comprehension and recall of main events and characters.
Day 20: Symbolism (Pages 81-90) Learning Target : - Students will identify and analyze symbols in the story, such as the lightning bolt and other artifacts.	(NJSLS RL.6.4)	1. Symbol Chart: List important symbols and their meanings, with supporting evidence from the text. 2. Sketch Symbols: Draw key symbols and write captions explaining their significance in the story.
Day 21: Theme of Identity (Pages 91-100) Learning Target : - Students will analyze how Percy's understanding of his identity develops.	(NJSLS RL.6.2)	1. Identity Timeline: Create a timeline showing Percy's growth and understanding of his identity from the beginning to this point in the story. 2. Reflection Activity: Write about a time they discovered something new about themselves, connecting it to Percy's journey.
Day 22: Literary Devices (Pages 101-110) Learning Target : - Students will identify literary devices, such as metaphors and similes, and discuss their effects.	(NJSLS RL.6.4)	1. Device Hunt: Find examples of metaphors, similes, and hyperbole in the text, discussing their meaning.

		2. Rewrite Exercise: Have students rewrite a passage using different literary devices to change the tone or imagery.
Day 23: Comparing Text and Graphic Novel (Pages 111-120) Learning Target : - Students will compare a scene in the graphic novel to its depiction in the original text.	(NJSLS RL.6.7)	1. Text Comparison: Read the same scene from the novel, comparing details and how the graphic novel adaptation enhances or changes it. 2. Class Discussion: Discuss why certain scenes or details might be different in the graphic novel.
Day 24: Analysis of Key Scenes (Pages 121-130) Learning Target : - Students will analyze a key scene and discuss how it impacts the plot.	(NJSLS RL.6.5)	1. Storyboard Activity: Students create a storyboard for a key scene, focusing on sequence and the impact of each moment. 2. Discussion: Discuss why this scene is critical to the story's development and what it reveals about Percy.
Day 25: Understanding Motifs (Pages 131-140) Learning Target : - Students will identify and explain recurring motifs, such as water and prophecy, and their significance.	(NJSLS RL.6.2)	1. Motif Tracker: Add motifs to the theme tracker and discuss their ongoing significance in the story. 2. Group Discussion: Each group analyzes one motif and presents how it adds meaning to the novel.
Day 26: Building Suspense (Pages 141-150) Learning Target : - Students will examine how the author uses suspense to build interest.	(NJSLS RL.6.4)	1. Suspense Journal: Students jot down moments of suspense and reflect on how it affects their reading experience. 2. Class Discussion: Talk about how suspense keeps readers engaged and how the illustrations enhance tension.

Day 27: Theme of Friendship and Loyalty (Pages 151-160) Learning Target : - Students will analyze how the themes of friendship and loyalty influence Percy's choices.	(NJSLS RL.6.2)	1. Theme Reflection: Students write about examples of friendship and loyalty in their own lives, connecting these experiences to Percy's relationships. 2. Character Analysis: Examine how Percy's loyalty to his friends influences key decisions and the plot.
Day 28: Culminating Project and Review Learning Target : - Students will synthesize their understanding of the novel's themes, characters, and symbols in a creative project.	(NJSLS RL.6.2)	1. Creative Project: Students choose to create a comic, write a short story, or make a presentation about a theme, character, or symbol in the story. 2. Group Presentations: Students present their projects, sharing insights and reflecting on what they learned.
Day 29: Final Assessment and Reflection Learning Target : - Students will demonstrate comprehension of the novel's key themes, characters, and events on a final assessment.	(NJSLS RL.6.1, RL.6.2)	1. Final Test: Administer a test assessing students' understanding of major plot points, characters, themes, and symbols. 2. Reflection Activity: Students write a reflective piece on how Percy Jackson and the Lightning Thief impacted their understanding of heroism and identity.

Inclusive concepts

1. Embracing Diverse Abilities and Strengths

- **Concept:** *Percy Jackson and the Lightning Thief* can serve as an entry point to discuss the value of diverse abilities and perspectives. Percy has ADHD and dyslexia, which are framed not as limitations but as gifts tied to his identity as a demigod. This reframe allows students to view different abilities as strengths and opens a conversation on how everyone has unique skills and perspectives.
- **Activity Idea:** Host a class discussion or reflective journal exercise on how characters in the story, despite their differences, contribute uniquely to their group. Students can then share ways they see their own unique strengths or those of their peers, fostering a sense of

respect for diverse abilities in the classroom.

2. Identity and Belonging in a Multicultural Context

- **Concept:** Percy's journey of self-discovery and learning about his Greek heritage provides an opportunity to discuss identity and belonging. This theme encourages students to think about their own backgrounds, cultures, and how these influence their identities and strengths.
- **Activity Idea:** Have students create a "Cultural Identity Map" where they list elements that make them unique (family traditions, cultural heritage, personal interests). They can then compare and discuss how Percy's journey of belonging and identity mirrors or differs from their own, reinforcing inclusivity and understanding of diverse cultural experiences.

Unit Learning Goals
Injustice Short Stories

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Non fiction articles on historical events

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to Social Injustice Learning Target : - Students will define social injustice and identify examples of social injustices in society and literature.	(NJSLS SL.6.1)	1. Class Discussion: Introduce the concept of social injustice with real-world examples. Students brainstorm types of social injustice (e.g., discrimination, racism, exclusion). 2. KWL Chart: Students complete a KWL (Know, Want to Know, Learned) chart about social injustice and how it might appear in literature.

Day 2: Understanding Allegory in "The Sneetches" Learning Target : - Students will explain how The Sneetches uses allegory to convey a message about prejudice and discrimination.	(NJSLS RL.6.4, RL.6.5)	1. Read and Annotate: Read The Sneetches as a class, annotating examples of prejudice and exclusion. 2. Class Discussion: Discuss how the Sneetches' differences reflect real-life prejudices and what Dr. Seuss is conveying through allegory.
Day 3: Analyzing Theme in "The Sneetches" Learning Target : - Students will identify and analyze the theme of acceptance and equality in The Sneetches.	(NJSLS RL.6.2)	1. Theme Graphic Organizer: Students complete a graphic organizer identifying the theme, supporting details, and how the characters' experiences reflect this theme. 2. Writing Prompt: Write a paragraph explaining the lesson Dr. Seuss wants readers to learn from The Sneetches.
Day 4: Introduction to The Gold Cadillac Learning Target : - Students will identify historical context for The Gold Cadillac and discuss how social justice issues have impacted African American communities.	(NJSLS RL.6.1)	1. Historical Context Presentation: Introduce the setting and social conditions in the U.S. during the 1950s, focusing on segregation. 2. Class Discussion: Discuss how historical social injustices shape the experiences of African American characters in literature.
Day 5: Character Analysis in The Gold Cadillac Learning Target: - Students will analyze the characters' perspectives and reactions to discrimination in The Gold Cadillac.	(NJSLS RL.6.3)	1. Character Chart: Create a character chart detailing each character's experience with discrimination, focusing on their reactions and growth. 2. Pair-Share Discussion: In pairs, students discuss how the characters respond to injustice and how this affects their family.

Day 6: Examining Theme in The Gold Cadillac Learning Target : - Students will analyze the theme of courage and resilience in The Gold Cadillac and how it relates to social injustice.	(NJSLS RL.6.2)	1. Theme Anchor Chart: Students work in small groups to create an anchor chart that explores examples of courage in the story and how it relates to the theme of resilience. 2. Reflective Writing: Write a short reflection on a time when they witnessed or experienced courage in the face of unfair treatment.
Day 7: Introduction to All Summer in a Day Learning Target : - Students will identify the setting and tone in All Summer in a Day and discuss how they contribute to the story's theme of exclusion.	(NJSLS RL.6.1, RL.6.5)	1. Read Aloud and Discussion: Read All Summer in a Day aloud, with pauses to discuss the setting's impact on the characters. 2. Tone Analysis: Students identify descriptive words that set the tone and discuss how this affects the mood.
Day 8: Analyzing Conflict in All Summer in a Day Learning Target : - Students will analyze the conflict in All Summer in a Day and how it reflects themes of bullying and social exclusion.	(NJSLS RL.6.3)	1. Conflict Chart: Students create a chart identifying the types of conflict in the story (e.g., person vs. person, person vs. society) and how these conflicts reflect social exclusion. 2. Quick Write: Write about a time they witnessed or experienced exclusion, reflecting on how it affected those involved.
Day 9: Identifying Theme in All Summer in a Day Learning Target : - Students will analyze the theme of empathy in All Summer in a Day and how lack of understanding can lead to social injustice.	(NJSLS RL.6.2)	1. Theme Graphic Organizer: Complete a graphic organizer identifying the theme, supporting details, and its relation to empathy. 2. Empathy Exercise: Reflect on what it means to put oneself in someone else's shoes, connecting this to the characters in the story.

Day 10: Introduction to The Bracelet Learning Target : - Students will identify the historical context of The Bracelet and discuss the effects of internment on Japanese Americans.	(NJSLS RL.6.1, RL.6.3)	1. Historical Background Presentation: Provide a mini-lesson on Japanese American internment during WWII and its social injustices. 2. Class Discussion: Discuss how historical context impacts the characters' experiences and feelings in The Bracelet.
Day 11: Symbolism in The Bracelet Learning Target : - Students will identify and analyze the symbolism of the bracelet in The Bracelet.	(NJSLS RL.6.4)	1. Symbol Analysis Chart: Create a chart analyzing the significance of the bracelet, what it represents, and why it's important to the protagonist. 2. Reflective Writing: Write a paragraph about an object that has special meaning to them, comparing it to the bracelet.
Day 12: Theme of Loss and Resilience in The Bracelet Learning Target : - Students will identify and explain the theme of loss and resilience in The Bracelet.	(NJSLS RL.6.2)	1. Theme Anchor Chart: Work in groups to create a theme chart with examples of resilience and how characters cope with loss. 2. Personal Reflection: Write a reflection on how people demonstrate resilience in the face of loss, relating it to a personal or observed experience.
Day 13: Comparing Themes Across Stories Learning Target : - Students will compare and contrast themes of social injustice across The Sneetches, The Gold Cadillac, All Summer in a Day, and The Bracelet.	(NJSLS RL.6.9)	1. Theme Comparison Chart: Students create a chart comparing themes, supporting details, and characters' responses to injustice across stories. 2. Class Discussion: Discuss how different authors use unique settings and characters to convey similar themes.
Day 14: Culminating Project - Social Justice in Action	(NJSLS SL.6.4)	1. Choice Board Project: Students choose from options (e.g., poster, skit, poem, or comic) to

Learning Target : - Students will develop and present a creative project that demonstrates their understanding of social injustice themes.		illustrate a theme of social injustice from one of the stories. 2. Gallery Walk: Students present their projects in a gallery walk, explaining their project's theme and how it connects to the stories they read.
Day 15: Reflection and Final Assessment Learning Target : - Students will reflect on their understanding of social injustice and complete a final assessment of the themes explored.	(NJSLS RL.6.2, SL.6.1)	1. Final Reflection Essay: Write an essay on how the stories changed their understanding of social injustice and the importance of empathy. 2. Final Assessment: Administer a quiz or short-answer assessment covering key themes, character analysis, and symbols from the unit.

Inclusive concepts

1. Empathy and Perspective-Taking Across Differences

- **Concept:** This unit encourages students to develop empathy by exploring stories from diverse perspectives. Each story presents characters experiencing exclusion, prejudice, or discrimination, prompting students to reflect on how empathy can bridge social divides and help us understand the lived experiences of others.
- **Activity Idea:** After reading each story, students write journal reflections from the perspective of a character who experiences social injustice, considering how that character feels, reacts, and grows. Through discussions, students share their insights, learning to appreciate different perspectives and build empathy in a supportive classroom environment.

2. Recognizing and Valuing Diverse Experiences and Identities

- **Concept:** The unit emphasizes the importance of acknowledging and respecting diverse backgrounds, identities, and experiences. Stories like *The Gold Cadillac* and *The Bracelet* allow students to see the effects of historical and cultural injustices on marginalized groups, fostering a classroom culture that values inclusivity.
- **Activity Idea:** Host a "Diversity and Identity Panel," where students discuss cultural or family traditions that are meaningful to them or share stories of resilience from their backgrounds. Relating these experiences to the characters' struggles in the stories allows students to see the strength in diversity and the value of inclusion, while building a sense of community.

Unit Learning Goals
Gregor the Overlander

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to the Novel Students will make predictions about Gregor the Overlander based on its title, cover, and blurb.	Learning Target (NJSLS RL.6.1):	1. Book Walk: Students examine the book's cover, title, and blurb, making predictions about its plot and themes in a journal. 2. Class Discussion: Discuss students' predictions and connect them to other adventure or fantasy stories they know.
Day 2: Understanding the Setting (Chapters 1–2) Students will analyze how the Underland setting is introduced and how it contrasts with Gregor's home.	Learning Target (NJSLS RL.6.3):	1. Setting T-Chart: Students create a T-chart comparing the Overland (Gregor's world) and the Underland using text evidence. 2. Illustrate the Underland: Students draw the Underland based on its description and write a caption summarizing its key features.
Day 3: Introduction to Gregor (Chapters 1–3) Students will identify Gregor's character traits and his relationship with Boots, supported by textual evidence.	Learning Target (NJSLS RL.6.3):	1. Character Web: Create a web with Gregor in the center and his traits (e.g., responsible, loyal) around it, citing evidence.

		2. Quick Write: Write a paragraph comparing Gregor's responsibilities to those of someone their age.
Day 4: Making Inferences (Chapters 4–5) Students will infer the motives of the Underland creatures and predict their roles in the story.	Learning Target (NJSLS RL.6.1):	1. Inference Chart: Students track the actions and dialogue of key creatures (rats, bats, cockroaches) and infer their motives. 2. Class Discussion: Predict how Gregor will interact with these creatures and the potential conflicts.
Day 5: Exploring Themes of Family and Loyalty (Chapters 5–6) Students will identify how Gregor's actions reflect the themes of family and loyalty.	Learning Target (NJSLS RL.6.2):	1. Theme Tracker: Start a tracker for themes of family and loyalty, using examples from Gregor's decisions. 2. Think-Pair-Share: Students discuss what sacrifices they would make for family and connect this to Gregor's actions.
Day 6: Exploring Conflict (Chapters 7–8) Students will identify the internal and external conflicts Gregor faces in the Underland.	Learning Target (NJSLS RL.6.3):	1. Conflict Chart: Categorize conflicts as internal (Gregor's fear, homesickness) or external (creature threats). 2. Class Discussion: How do these conflicts shape Gregor's decisions and growth?
Day 7: Character Relationships (Chapters 8–9) Students will analyze the evolving relationship between Gregor and Luxa.	Learning Target (NJSLS RL.6.3):	1. Relationship Timeline: Students track Gregor and Luxa's interactions and how their relationship changes. 2. Role-Play: In pairs, role-play a conversation between Gregor and Luxa to explore their perspectives.
Day 8: Foreshadowing (Chapters 10–11) Students will identify instances of foreshadowing and predict future events.	Learning Target (NJSLS RL.6.1):	1. Foreshadowing Tracker: Students note clues in the text and make predictions about their significance.

		2. Prediction Discussion: Share predictions in small groups and debate possible outcomes.
Day 9: Symbolism (Chapters 12–13) Students will analyze the significance of symbols, such as Gregor's sword and the prophecy.	Learning Target (NJSLS RL.6.4):	1. Symbol Analysis Chart: Identify key symbols, their meanings, and their connections to the plot. 2. Creative Activity: Design a symbolic object Gregor could use and explain its significance in the Underland.
Day 10: Mid-Unit Review and Quiz Students will review key themes, characters, and plot events from Chapters 1–13.	Learning Target (NJSLS RL.6.2):	1. Jeopardy Review: Play a trivia game covering characters, setting, and themes. 2. Quiz: Administer a quiz assessing comprehension of the first half of the novel.
Day 11: Action and Suspense (Chapters 14–15) Students will analyze how the author builds suspense during key events.	Learning Target (NJSLS RL.6.5):	1. Suspense Map: Chart moments of rising tension in the Underland adventure. 2. Discussion: How does suspense keep readers engaged?
Day 12: Leadership and Responsibility (Chapters 16–17) Students will evaluate Gregor's leadership qualities and sense of responsibility.	Learning Target (NJSLS RL.6.2):	1. Character Reflection: Write a journal entry as Gregor, reflecting on his role as a leader. 2. Group Activity: Debate whether Gregor's decisions benefit or endanger the group.
Day 13: Prophecy Analysis (Chapters 18–19) Students will interpret the meaning of the prophecy and its role in the story.	Learning Target (NJSLS RL.6.4):	1. Prophecy Decoding: Break down the prophecy's language and connect it to events in the plot. 2. Prediction Activity: Predict how the prophecy will unfold in the story's climax.

Day 14: Exploring Courage (Chapters 20–21) Students will analyze how Gregor demonstrates courage in difficult situations.	Learning Target (NJSLS RL.6.2):	1. Courage Tracker: Note moments where Gregor acts bravely and discuss their significance. 2. Writing Prompt: Write about a time they showed courage or admired someone else's bravery.
Day 15: Building Climax (Chapters 22–23) Students will identify how the story builds to its climax and creates tension.	Learning Target (NJSLS RL.6.5):	1. Plot Diagram: Add key events from Chapters 1–23 to a plot diagram. 2. Class Discussion: Predict how the story's climax will resolve major conflicts.
Day 16: Climax and Resolution (Chapters 24–25) Students will analyze the climax and how Gregor resolves the story's central conflicts.	Learning Target (NJSLS RL.6.3):	1. Class Discussion: Discuss how Gregor's decisions in the climax reflect his growth. 2. Storyboard Activity: Create a visual storyboard of the climax.
Day 17: Evaluating Themes (Chapters 26–27) Students will evaluate how themes of loyalty, family, and identity are resolved.	Learning Target (NJSLS RL.6.2):	● Theme Chart Completion: Add examples of resolved themes to the theme tracker. ● Group Presentation: Present how a specific theme is explored and resolved in the novel.
Day 18: Comparing Text to Reality Students will compare issues in the Underland (e.g., conflict, prejudice) to real-world issues.	Learning Target (NJSLS RI.6.9):	1. Compare and Contrast Chart: Identify similarities between Underland conflicts and real-world issues. 2. Class Debate: Discuss how fantasy stories can reflect real-world problems.
Day 19: Final Project Workday Students will synthesize their understanding of the novel into a creative project.	Learning Target (NJSLS SL.6.4):	1. Choice Board: Students choose a final project (e.g., diorama, written essay, digital presentation).

		2. Work Time: Students begin planning and creating their projects.
Day 20: Final Presentations and Reflection Students will present their final projects and reflect on their learning.	Learning Target (NJSLS SL.6.4):	1. Project Presentations: Students present their work, focusing on themes, characters, and lessons. 2. Reflection: Write a short reflection on what they learned about leadership, loyalty, and identity from Gregor the Overlander.

Inclusive concepts

1. Recognizing and Valuing Diverse Perspectives

- **Concept:** The Underland is home to diverse creatures with unique perspectives and roles, from cockroaches to bats to humans. These groups often misunderstand or mistrust one another, reflecting real-world issues of prejudice and the importance of empathy and collaboration. By exploring these relationships, students can learn to appreciate differences and the value of working together despite those differences.
- **Activity Idea:**
    1. **Empathy Role-Play:** Assign students to role-play as different Underland species (bats, rats, humans) and have them discuss a shared problem, such as how to navigate a conflict. Students reflect on how understanding diverse viewpoints fosters problem-solving.
    2. **Compare to Real Life:** Discuss real-world situations where different groups work together despite their differences (e.g., teamwork in sports, community service projects) and relate these to the alliances in the story.

2. Exploring Identity and Resilience Through Challenges

- **Concept:** Gregor's journey to discover his strength and identity as a leader mirrors challenges that students may face in discovering their own unique strengths. By highlighting themes of self-discovery and resilience, this unit can help students connect with Gregor's growth while reflecting on their own potential.
- **Activity Idea:**
    1. **Identity Map:** Have students create an "identity map," listing personal strengths, challenges they've faced, and ways they've grown from those experiences. Connect this to Gregor's transformation as a reluctant hero who grows into his leadership role.
    2. **Journal Reflection:** Students write about a time when they were faced with a difficult decision, reflecting on how they handled it and what they learned. Compare their experiences with Gregor's challenges and his journey of self-discovery.

Unit Learning Goals
Love That Dog

Core Instructional Materials	**Supplemental Materials**
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
Day 1: Understanding Free Verse Poetry Students will identify the structure and characteristics of free verse poetry in Love That Dog.	Learning Target (NJSLS RL.6.4):	1. Class Discussion: Introduce free verse poetry and compare it to traditional poetry. Read the first few pages of Love That Dog and discuss how the free verse format shapes Jack's voice. 2. Poetry Exploration: Have students write a short free verse poem about their day to connect with the format.
Day 2: Jack's Voice and Perspective Students will analyze how Jack's perspective shapes the narrative and sets the tone of the story.	Learning Target (NJSLS RL.6.1, RL.6.6):	1. Close Reading: Read and annotate the next few pages, focusing on Jack's thoughts and feelings about poetry. 2. Point of View Reflection: Write a journal entry from Jack's perspective about how he feels about writing poetry, citing textual evidence.
Day 3: Theme Exploration – Self-Expression Students will identify the theme of self-expression and explain how Jack begins to express himself through poetry.	Learning Target (NJSLS RL.6.2):	1. Theme Chart: Create a chart that tracks Jack's journey in expressing himself, adding textual evidence as the class progresses.

		2. Quick Write: Students write a paragraph about a time they struggled to express themselves and connect it to Jack's experience.
Day 4: Comparing Jack's Poetry to Famous Poems Students will compare Jack's poetry to William Carlos Williams's "The Red Wheelbarrow."	Learning Target (NJSLS RL.6.9):	1. Confidence Timeline: Create a timeline tracking Jack's growth as a poet, citing specific moments from the text. 2. Class Discussion: Discuss why Jack is hesitant to share his work and how his teacher's encouragement helps him.
Day 5: Poetry Reflection and Building Confidence Students will analyze how Jack's confidence in writing poetry begins to grow.	Learning Target (NJSLS RL.6.3):	1. Confidence Timeline: Create a timeline tracking Jack's growth as a poet, citing specific moments from the text. 2. Class Discussion: Discuss why Jack is hesitant to share his work and how his teacher's encouragement helps him.
Day 6: Theme – Overcoming Fear of Judgment Students will analyze the theme of overcoming fear of judgment in Jack's poetry journey.	Learning Target (NJSLS RL.6.2):	1. Textual Evidence Chart: Find examples in the text where Jack expresses doubt or fear about sharing his poetry. 2. Class Activity: In groups, discuss ways Jack's confidence changes as he continues writing.
Day 7: Symbolism in "Blue Car" Students will analyze the symbolism of the "blue car" in Jack's poetry and how it reflects his emotions.	Learning Target (NJSLS RL.6.4):	1. Symbol Analysis: Create a class chart exploring the different meanings the "blue car" holds for Jack. 2. Quick Write: Students write about an object or memory that holds special meaning to them, explaining its symbolic significance.

Day 8: Understanding Inspiration – Walter Dean Myers Students will explore the influence of Walter Dean Myers's "Love That Boy" on Jack's poetry.	Learning Target (NJSLS RL.6.9):	1. Compare and Contrast: Read "Love That Boy" and compare its style and tone to Jack's poem. Discuss how Jack draws inspiration from it. 2. Imitative Writing: Students write a poem inspired by Walter Dean Myers's style, focusing on someone or something they love.
Day 9: Exploring Loss and Grief in Poetry Students will analyze how Jack uses poetry to process loss and grief.	Learning Target (NJSLS RL.6.2):	1. Theme Reflection: Discuss how Jack's poem about his dog reflects his feelings of loss. Add to the theme chart. 2. Creative Writing: Students write a short poem about a meaningful memory, focusing on emotional expression.
Day 10: Mid-Unit Review and Quiz Students will review key themes, characters, and poems from the first half of the novel.	Learning Target (NJSLS RL.6.2):	1. Jeopardy Review Game: Use themes, characters, and poetry analysis questions as categories. 2. Quiz: Administer a short-answer quiz assessing comprehension of the novel's key moments so far.
Day 11: Exploring Structure in Jack's Poetry Students will analyze how the structure of Jack's poems contributes to their meaning.	Learning Target (NJSLS RL.6.5):	1. Text Analysis: Break down a poem's structure, discussing how line breaks and spacing affect the mood and tone. 2. Rewrite Activity: Students rewrite one of Jack's poems with a different structure and discuss how it changes the meaning.
Day 12: Revisiting Themes – Growth and Resilience Students will identify how Jack's growth as a poet demonstrates resilience.	Learning Target (NJSLS RL.6.2):	1. Growth Chart: Update Jack's confidence timeline, highlighting moments of resilience.

		2. Reflection Activity: Write a journal entry about a time they faced a challenge and how they overcame it.
Day 13: Creating a Poetry Anthology Students will synthesize their understanding of poetry by creating their own anthology inspired by Love That Dog.	Learning Target (NJSLS SL.6.4):	1. Anthology Project: Students select 3-5 poems they've written during the unit and compile them into a mini anthology. 2. Peer Feedback: Share anthologies in small groups and provide constructive feedback.
Day 14: Final Reflection and Letter to Sharon Creech Students will reflect on their experience reading Love That Dog and write a letter to the author.	Learning Target (NJSLS W.6.10):	1. Letter Writing: Students write a letter to Sharon Creech, explaining what they learned about poetry and themselves through Jack's story. 2. Class Discussion: Share letters in small groups or with the class.
Day 15: Poetry Slam and Celebration Students will present their poems and celebrate their growth as poets.	Learning Target (NJSLS SL.6.4):	1. Poetry Slam: Host a class poetry slam where students perform their favorite poems from their anthology. 2. Reflection Circle: End the unit with a circle discussion about what students learned about poetry, self-expression, and resilience.

Inclusive concepts

1. Valuing Diverse Forms of Self-Expression

- **Concept:** Jack's journey shows that everyone has a unique way of expressing themselves, even if they start hesitant or unsure. This unit emphasizes that self-expression can take many forms and highlights the importance of creating a safe space for all voices, including those who may feel insecure about their abilities or perspectives.
- **Activity Idea:**

- - **Creative Choices:** Allow students to choose how they express themselves—through poetry, art, or storytelling. For example, a student might draw a picture inspired by a poem or write a short story instead of a traditional poem, ensuring everyone feels their creativity is valued.
  - **Empathy Discussion:** Discuss how Jack's teacher supports him and the importance of encouraging others to find their voice. Relate this to classroom behavior, emphasizing kindness and support during peer feedback and discussions.

2. Building Empathy Through Shared Experiences

- **Concept:** Jack's poems touch on universal themes like loss, love, and growth. This unit encourages students to connect with Jack's story and share their own experiences, fostering a sense of empathy and understanding for diverse perspectives and emotions.
- **Activity Idea:**
  - **Connection Circle:** Host a classroom circle where students share a memory, feeling, or experience inspired by Jack's poems (e.g., a favorite memory with a pet, a time they felt proud, or a moment they felt unsure about trying something new). This builds trust and highlights the value of different life experiences.
  - **Emotion Mapping:** Create a class "emotion map" where students add words or symbols representing feelings that Jack's story evokes in them. Discuss how emotions connect us as individuals, even when our experiences differ.

Unit Learning Goals
Stargirl

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to the Novel Students will make predictions about Stargirl based on its title, cover, and blurb, identifying potential themes.	Learning Target (NJSLS RL.6.1, RL.6.2):	1. Book Walk: Students examine the title, cover, and blurb, jotting down predictions about themes and plot.

		2. Class Discussion: Discuss their predictions, relating them to questions about individuality, conformity, and identity.
Day 2: Meet Stargirl (Chapters 1–2) Students will describe the character of Stargirl and analyze how her introduction sets the tone of the story.	Learning Target (NJSLS RL.6.3):	1. Character Web: Create a web for Stargirl, noting descriptions, actions, and initial impressions. 2. Quick Write: Write a paragraph explaining how Stargirl is introduced as different from others, citing textual evidence.
Day 3: Narrator's Perspective (Chapters 3–4) Students will analyze how Leo's perspective shapes the story and their understanding of Stargirl.	Learning Target (NJSLS RL.6.6):	1. Point-of-View Reflection: Discuss how Leo's narration influences the way readers perceive Stargirl. 2. Journal Entry: Write from Leo's perspective about Stargirl's first day at school.
Day 4: Analyzing Setting and Tone (Chapters 5–6) Students will analyze the setting of Mica High and its role in creating the story's tone.	Learning Target (NJSLS RL.6.3):	1. Setting T-Chart: Compare Mica High's culture to a typical middle school, noting similarities and differences. 2. Class Discussion: How does the setting influence how Stargirl is treated by her peers?
Day 5: Theme Introduction – Individuality vs. Conformity (Chapters 7–8) Students will identify and discuss the emerging theme of individuality versus conformity in Stargirl's actions.	Learning Target (NJSLS RL.6.2):	1. Theme Tracker: Start a tracker where students add examples of individuality and conformity from the text. 2. Think-Pair-Share: Discuss whether students think it's better to stand out or fit in and connect their thoughts to the text.

Day 6: Stargirl's Impact on Mica High (Chapters 9–10) Students will analyze how Stargirl's presence begins to affect the students at Mica High.	Learning Target (NJSLS RL.6.3):	1. Character Interaction Chart: Create a chart showing how different students react to Stargirl. 2. Class Discussion: How does Stargirl's kindness challenge the norms of Mica High?
Day 7: Conflict Development (Chapters 11–12) Students will identify conflicts (internal and external) and explain how they develop the story.	Learning Target (NJSLS RL.6.5):	1. Conflict Chart: Track examples of internal and external conflicts, such as Stargirl vs. school norms and Leo's internal struggle. 2. Debate: Discuss whether Stargirl should conform to fit in or continue being herself.
Day 8: Stargirl's Acts of Kindness (Chapters 13–14) Students will evaluate how Stargirl's small acts of kindness reveal her character and connect to the story's theme.	Learning Target (NJSLS RL.6.2):	1. Kindness Tracker: List Stargirl's acts of kindness and discuss how they affect others. 2. Writing Prompt: Write about a time they witnessed or experienced an act of kindness and its impact.
Day 9: Character Comparison (Chapters 15–16) Students will compare and contrast Stargirl and Hillari Kimble to explore their differing worldviews.	Learning Target (NJSLS RL.6.3):	1. Venn Diagram: Compare Stargirl and Hillari Kimble's personalities, actions, and motivations. 2. Role-Play: In pairs, act out a conversation between Stargirl and Hillari, imagining their viewpoints.
Day 10: Mid-Unit Review and Quiz Students will review key themes, characters, and conflicts and demonstrate understanding in a quiz.	Learning Target (NJSLS RL.6.1, RL.6.2):	1. Review Game: Play a game (e.g., Jeopardy) focusing on characters, themes, and key moments from Chapters 1–16.

		2. Quiz: Administer a short-answer quiz assessing comprehension of key details and themes.
Day 11: Popularity and Peer Pressure (Chapters 17–18) Students will analyze how Stargirl's rise in popularity reflects peer dynamics.	Learning Target (NJSLS RL.6.3):	1. Class Discussion: How does Stargirl's popularity affect her individuality? 2. Group Activity: Create a chart showing the effects of peer pressure on Stargirl and Leo.
Day 12: The Hot Seat Incident (Chapters 19–20) Students will analyze the impact of the "Hot Seat" incident on Stargirl and Leo.	Learning Target (NJSLS RL.6.4):	1. Text Annotation: Highlight key moments during the "Hot Seat" and discuss their significance. 2. Writing Prompt: Write a reflection on how public judgment affects individuals.
Day 13: Loyalty and Friendship (Chapters 21–22) Students will evaluate the theme of loyalty and its role in Stargirl and Leo's friendship.	Learning Target (NJSLS RL.6.2):	1. Theme Reflection: Add examples of loyalty and betrayal to the theme tracker. 2. Quick Write: Reflect on what it means to be a good friend, connecting it to Leo's decisions.
Day 14: Stargirl's Transformation (Chapters 23–24) Students will evaluate how Stargirl's attempt to conform impacts her character and relationships.	Learning Target (NJSLS RL.6.3, RL.6.5):	1. Class Discussion: How does Stargirl's conformity affect her and the people around her? 2. Quick Write: Write about a time they tried to change themselves to fit in and how it made them feel.
Day 15: Analyzing Leo's Internal Conflict (Chapter 25) Students will analyze Leo's struggle between his feelings for Stargirl and his desire to fit in.	Learning Target (NJSLS RL.6.1, RL.6.3):	1. Conflict Chart Update: Add Leo's internal conflict to the class chart and discuss its impact.

		2. Small Group Debate: Should Leo prioritize Stargirl or conform to peer expectations?
Day 16: The Dance and Stargirl's Goodbye (Chapters 26–27) Students will analyze how the dance represents Stargirl's final stand for individuality.	Learning Target (NJSLS RL.6.2):	1. Event Mapping: Chart the key events of the dance and discuss their significance. 2. Class Discussion: How does Stargirl's farewell affect Leo and the school?
Day 17: Epilogue and Reflection (Chapter 28) Students will evaluate the long-term impact of Stargirl on Leo and Mica High.	Learning Target (NJSLS RL.6.1):	1. Reflection Chart: List ways Stargirl influenced Leo and the school community. 2. Writing Prompt: Write about how Stargirl's legacy would impact their own school.
Day 18–19: Comparing Themes Across Texts Students will compare themes of individuality, peer pressure, and kindness across Stargirl and other texts.	Learning Target (NJSLS RL.6.9):	1. Compare and Contrast Chart: Compare Stargirl to short stories, poems, or articles on similar themes. 2. Class Discussion: How do different texts explore the same themes?
Day 20–21: Final Project Workdays Students will synthesize their understanding of the novel into a creative project.	Learning Target (NJSLS SL.6.4):	1. Choice Board Project: Students choose from options like creating a poem, presentation, or art piece about Stargirl. 2. Work Time: Begin creating and refining their projects.
Day 22–23: Final Presentations Students will present their final projects and reflect on their learning.	Learning Target (NJSLS SL.6.4):	1. Project Presentations: Students present their projects to the class.

		2. Peer Feedback: Students provide constructive feedback on presentations.
Day 24: Reflection on Personal Connections to Themes Students will reflect on how the novel's themes	Learning Target (NJSLS W.6.10):	1. Reflection Essay: Write a personal essay on what they learned about individuality and conformity. 2. Class Discussion: Share reflections in small groups or with the class.
Day 25: Unit Wrap-Up and Celebration Students will engage in a culminating discussion and celebrate their learning.	Learning Target (NJSLS SL.6.1):	1. Circle Discussion: Discuss their favorite moments, lessons, and takeaways from Stargirl. 2. Celebration: Host a classroom celebration with snacks and a "kindness wall" where students write kind notes to their classmates, inspired by Stargirl.

Inclusive concepts

1. Embracing Individuality and Respecting Differences

- **Concept:** The novel's central theme of individuality versus conformity provides an opportunity to celebrate the unique traits, talents, and identities of all students. Through Stargirl's story, students learn the importance of respecting others' differences and valuing what makes each person special.
- **Activity Ideas:**
    1. **Identity Collage:** Students create a personal collage or poster representing their unique traits, interests, and cultural background. They present their collages in a "gallery walk" and celebrate the diversity in their class.
    2. **Class Kindness Campaign:** Inspired by Stargirl's acts of kindness, students develop and carry out small acts of kindness for their classmates and school community, emphasizing the positive impact of individuality.

2. Addressing Peer Pressure and Building Empathy

- **Concept:** The novel highlights the negative impact of peer pressure and social exclusion. Students explore how peer pressure affects decision-making and develop strategies to support empathy and inclusion in their own lives and communities.
- **Activity Ideas:**
  1. **Role-Play Scenarios:** In small groups, students act out scenarios where characters face peer pressure (e.g., Leo deciding whether to support Stargirl or conform). After each role-play, the class discusses alternative choices and their outcomes, emphasizing empathy and standing up for others.
  2. **Empathy Journals:** Students write journal entries from the perspective of Stargirl, Leo, or other characters, reflecting on how they feel when excluded, pressured, or misunderstood. This builds emotional awareness and understanding of the consequences of peer behavior.