

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th	Subject Area: Literature
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: At 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%20NJSL-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

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

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 Standard: 6.2.8.CivicsPR.4.b

Examine how an individual's beliefs, values, and actions can contribute to and influence the democratic process.

- Application to *The Outsiders*: Discuss how the Greasers and Socs represent social divisions and how individual actions, like Ponyboy's reflective essay or Cherry's willingness to bridge the gap, contribute to challenging stereotypes and fostering understanding.
- Application to *The Hunger Games*: Explore Katniss Everdeen's role as a symbol of rebellion and how her individual actions inspire societal change and resistance against oppression.

2. Health/PE Standard: 2.1.8.SSH.3

Demonstrate communication skills that will support healthy relationships.

- Application to *The Outsiders*: Analyze relationships within the Greasers (e.g., Ponyboy and Johnny or Ponyboy and Darry) to discuss how communication—or lack thereof—affects trust, conflict, and resolution.
- Application to *The Hunger Games*: Examine Katniss's evolving relationships with Peeta, Gale, and others, focusing on how communication, collaboration, and empathy are essential for survival and building alliances.

Accommodations and Modifications

Special Education	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Ask students higher level questions● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Lesson quick checks (Exit tickets)● Teacher Observation
Summative	<ul style="list-style-type: none">● Oral place presentation● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none">● Baseline place labeling geography assessment
Alternative	<ul style="list-style-type: none">● Performance Tasks● Projects

Pacing Guide

Unit Title	Number of days (approximate)
Walk Two Moons	25
The Outsiders	25
Hunger Games	30
Edgar Allan Poe	20
Brian's Song	20
The Crossover	25

Unit Learning Goals

Walk Two Moons

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Introduction to the Novel - Students will make predictions about Walk Two Moons by analyzing the title, cover, and blurb and identifying potential themes.</p>	NJSLs RL.7.1	<p>1. Prediction Activity: Analyze title, cover, and back blurb; note predictions. 2. Class Discussion: Share predictions, connect to themes of identity, grief, and self-discovery.</p>
<p>Day 2: Understanding Sal’s Perspective (Chapters 1–2) - Students will analyze how Sal’s first-person narration influences the reader’s understanding of her character and relationships.</p>	NJSLs RL.7.6	<p>1. Narrative Voice Activity: Identify traits in Sal’s narration, write a journal mimicking her tone. 2. Discussion: How does Sal’s perspective shape understanding of family?</p>
<p>Day 3: Analyzing Setting (Chapters 3–4) - Students will describe the settings of Bybanks and Euclid and analyze how they contribute to Sal’s emotions and experiences.</p>	NJSLs RL.7.3	<p>1. Setting T-Chart: Compare Bybanks and Euclid using textual evidence. 2. Illustrate Setting: Draw annotated key settings from the text.</p>
<p>Day 4: Themes of Loss and Change (Chapters 5–6) - Students will identify how Sal’s experiences reflect the themes of loss and change.</p>	NJSLs RL.7.2	<p>1. Theme Tracker: Start identifying themes using evidence. 2. Quick Write: Reflect on a personal experience of change and relate it to Sal.</p>
<p>Day 5: Parallel Storylines (Chapters 7–8) - Students will examine how Phoebe’s story parallels and contrasts with Sal’s experiences.</p>	NJSLs RL.7.5	<p>1. Character Web: Compare Sal and Phoebe’s personalities and struggles. 2. Group Discussion: Why include Phoebe’s story alongside Sal’s?</p>
<p>Day 6: Sal’s Grandparents (Chapters 9–10) - Students will analyze the role of Sal’s grandparents in shaping her journey.</p>	NJSLs RL.7.3	<p>1. Character Analysis Chart: Explore Gram and Gramps’ behaviors and influences. 2. Discussion: How do they support Sal emotionally and spiritually?</p>
<p>Day 7: Foreshadowing and Predictions (Chapters 11–12) - Students will identify instances of foreshadowing and predict future events.</p>	NJSLs RL.7.1	<p>1. Foreshadowing Chart: Track moments of foreshadowing. 2. Group Discussion: Share predictions and debate possible twists.</p>

Day 8: Exploring the Theme of Identity (Chapters 13–14) - Students will explore how Sal's journey helps her understand her identity and family.	NJSLS RL.7.2	1. Identity Map: Add traits and turning points to Sal's journey. 2. Reflection Prompt: Write about a personal self-discovery moment.
Day 9: The Role of Stories (Chapters 15–16) - Students will analyze how Sal's storytelling deepens the reader's understanding of her journey.	NJSLS RL.7.6	1. Story Analysis: Identify a story Sal shares and its importance. 2. Discussion: Why does Sal share these specific family stories?
Day 10: Mid-Unit Review and Quiz - Students will review key themes, characters, and events from Chapters 1–16.	NJSLS RL.7.2, RL.7.3	1. Jeopardy Game: Review characters, themes, and key moments. 2. Quiz: Multiple-choice and short-answer questions.
Day 11: Mysterious Messages (Chapters 17–18) - Students will analyze the role of mysterious messages in Phoebe's and Sal's stories.	NJSLS RL.7.5	1. Message Analysis: Discuss the meaning and purpose of mysterious messages. 2. Creative Writing: Write a message inspired by themes in the novel.
Day 12: Examining Symbolism (Chapters 19–20) - Students will identify and analyze symbols such as the blackberry kiss and the road trip.	NJSLS RL.7.4	1. Symbol Chart: Track symbols and their thematic connections. 2. Group Discussion: How do these symbols deepen the reader's understanding of Sal's journey?
Day 13: Sal's Emotional Growth (Chapters 21–22) - Students will evaluate Sal's emotional growth through her reflections on her mother.	NJSLS RL.7.3	1. Growth Timeline: Identify turning points in Sal's emotional journey. 2. Quick Write: Reflect on a challenge they overcame and relate it to Sal's story.
Day 14: Confronting Fears (Chapters 23–24) - Students will analyze how Sal and Phoebe confront fears and what these moments reveal about their characters.	NJSLS RL.7.3	1. Character Chart Update: Track examples of fear and bravery. 2. Class Discussion: What does facing fears reveal about each character?
Day 15: Nature and Emotional Growth (Chapters 25–26) - Students will analyze how nature influences Sal's emotional state.	NJSLS RL.7.4	1. Nature Imagery Tracker: Highlight descriptions of nature in the text. 2. Class Activity: Discuss why nature is a recurring element in Sal's reflections.
Day 16: Relationships and Plot Development (Chapters 27–28) - Students will analyze relationships and their impact on the plot.	NJSLS RL.7.3	1. Relationship Web: Map key relationships and their impact on Sal's journey. 2. Journal Prompt: Write about a significant personal relationship.
Day 17: Building the Climax (Chapters 29–30) - Students will examine the rising tension leading to the novel's climax.	NJSLS RL.7.5	1. Climax Diagram: Note rising tension and its narrative purpose. 2. Prediction Activity: Guess how conflicts will be resolved.

Day 18: Truth Revealed (Chapters 31–32) - Students will analyze the resolution of conflicts and Sal’s understanding of her mother.	NJSLS RL.7.1	1. Close Reading: Examine key passages revealing the truth. 2. Discussion: How does the resolution deepen the story’s meaning?
Day 19: Forgiveness and Acceptance (Chapters 33–34) - Students will explore the themes of forgiveness and acceptance.	NJSLS RL.7.2	1. Theme Tracker: Add evidence of forgiveness and acceptance. 2. Quick Write: Reflect on personal experiences with forgiveness.
Day 20: The Road Trip as a Metaphor - Students will analyze the road trip as a metaphor for Sal’s growth.	NJSLS RL.7.4	1. Metaphor Mapping: Link road trip stops to personal growth moments. 2. Creative Writing: Write a reflection about a personal journey.
Day 21–22: Final Project Workdays - Students will synthesize their understanding of the novel into a creative or analytical project.	NJSLS SL.7.4	1. Project Planning: Brainstorm ideas for the final project. 2. Work Time: Begin and refine the creative or analytical project.
Day 23–24: Presentations - Students will present their final projects and reflect on thematic connections.	NJSLS SL.7.4	1. Class Presentations: Share and explain final projects. 2. Peer Feedback: Offer constructive feedback and discuss insights.
Day 25: Final Reflections - Students will reflect on their learning and the novel’s themes.	NJSLS W.7.10	1. Reflection Essay: Summarize personal takeaways from the novel. 2. Celebration: Share favorite moments and lessons in a group discussion.

Inclusive concepts

1. Embracing Diverse Perspectives

- Encourage students to explore and understand Sal’s journey as a reflection of diverse family dynamics, cultural influences, and personal growth. Through discussions and activities, students can connect their own experiences to Sal’s struggles with loss, identity, and relationships, fostering empathy and appreciation for different perspectives and backgrounds.

2. Building Emotional Resilience

- Use the novel's themes of grief, healing, and self-discovery to promote social-emotional learning. Incorporate reflective writing and group discussions to help students develop coping mechanisms, strengthen their emotional intelligence, and support each other in processing complex emotions. This creates a safe and inclusive classroom environment where students can share and relate to personal challenges.

Unit Learning Goals

The Outsiders

Core Instructional Materials

- Textbook
- Online benchmark assessment resource

Supplemental Materials

- Topic-focused webquests
- Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to the Novel - Students will analyze the title, cover, and back blurb of The Outsiders and discuss their predictions about the themes and characters.	NJSLS RL.7.1, SL.7.1	1. Book Walk: Analyze title, cover, and blurb, noting predictions about characters and themes. 2. Class Discussion: Discuss initial impressions of the Greasers and Socs and how social divisions might influence the plot.
Day 2: Understanding Social Context (Chapters 1–2) - Students will describe the Greasers' and Socs' social dynamics and their significance to the setting and plot.	NJSLS RL.7.3	1. T-Chart Activity: Compare Greasers and Socs, noting clothing, behavior, and attitudes. 2. Class Discussion: Discuss how social groups influence identity and choices.
Day 3: Characterization of Ponyboy (Chapters 2–3) - Students will analyze Ponyboy's character traits and perspective, using textual evidence to support their analysis.	NJSLS RL.7.3	1. Character Web: Create a web for Ponyboy, noting traits, struggles, and relationships. 2. Quick Write: Write a journal entry from Ponyboy's perspective about being a Greaser.
Day 4: Exploring Themes of Family and Loyalty (Chapters 3–4) - Students will identify the themes of family and loyalty and explain how they influence the characters' choices.	NJSLS RL.7.2	1. Theme Tracker: Record evidence of family and loyalty throughout the novel. 2. Think-Pair-Share: Discuss how the Curtis brothers' relationships demonstrate loyalty.
Day 5: Internal and External Conflicts (Chapters 4–5) - Students will analyze the conflicts (internal and external) faced by Ponyboy and Johnny.	NJSLS RL.7.5	1. Conflict Chart: Categorize conflicts as internal or external, noting specific examples. 2. Class Discussion: Discuss how conflicts shape the characters' relationships and decisions.

Day 6: The Role of Violence (Chapters 5–6) - Students will evaluate how violence impacts the characters and themes of the story.	NJSLS RL.7.2	1. Class Discussion: Discuss how the church fire reflects both literal and metaphorical consequences of violence. 2. Quick Write: Reflect on how the fight between the Greasers and Socs shapes the story's themes.
Day 7: Symbolism in the Novel (Chapters 6–7) - Students will identify and analyze symbols, such as hair, sunsets, and the church, and their connection to the story's themes.	NJSLS RL.7.4	1. Symbol Tracker: Create a chart of symbols, noting their meanings and connections to characters. 2. Creative Writing: Write about a personal object or place that symbolizes something important to them.
Day 8: Foreshadowing and Tension (Chapters 7–8) - Students will identify examples of foreshadowing and discuss how they build suspense.	NJSLS RL.7.1	1. Foreshadowing Chart: Track examples of foreshadowing and predict their outcomes. 2. Small Group Discussion: Debate which foreshadowed events will have the greatest impact on the story.
Day 9: Ponyboy's Emotional Growth (Chapters 8–9) - Students will analyze how Ponyboy's emotions evolve in response to Johnny's injuries and Dally's behavior.	NJSLS RL.7.3	1. Character Growth Timeline: Chart Ponyboy's emotional growth and key events influencing his changes. 2. Journal Entry: Write from Ponyboy's perspective about his feelings toward Johnny and Dally.
Day 10: Mid-Unit Review and Quiz - Students will review key characters, themes, and events from Chapters 1–9.	NJSLS RL.7.1, RL.7.2	1. Jeopardy Game: Review characters, plot, and themes through a game. 2. Quiz: Administer a short-answer and multiple-choice quiz on Chapters 1–9.
Day 11: The Rumble (Chapters 10–11) - Students will analyze how the rumble serves as the story's climax and affects the characters.	NJSLS RL.7.5	1. Event Analysis: Chart the events leading to the rumble and its outcomes. 2. Class Debate: Was the rumble necessary, and what did it accomplish?
Day 12: The Theme of Brotherhood (Chapters 11–12) - Students will evaluate how the theme of brotherhood is depicted through the relationships between characters.	NJSLS RL.7.2	1. Theme Reflection: Add examples of brotherhood to the theme tracker. 2. Creative Writing: Write a letter from one character to another, focusing on their bond.
Day 13: Dally's Choices (Chapter 12) - Students will analyze Dally's decisions and their impact on the resolution of the story.	NJSLS RL.7.3	1. Class Discussion: Discuss how Dally's choices reflect his loyalty and despair. 2. Character Analysis: Write about how Dally's choices define him as a tragic figure.
Day 14: Understanding the Ending - Students	NJSLS RL.7.2	1. Reflection Chart: Record Ponyboy's thoughts

will analyze the significance of Ponyboy's final reflections in the story.		and how they tie back to the novel's themes. 2. Quick Write: Write about how the novel's ending affects their understanding of the themes.
Day 15: Mid-Unit Reflection - Students will reflect on the major events and themes explored in the first half of the novel.	NJSLS W.7.10	1. Reflection Essay: Write about how the characters' struggles connect to real-life issues. 2. Small Group Discussion: Share reflections and connections to personal experiences.
Day 16: Exploring Forgiveness - Students will analyze how the theme of forgiveness is addressed through Ponyboy's actions.	NJSLS RL.7.2	1. Theme Tracker: Add examples of forgiveness from the novel. 2. Role-Play: Reenact key scenes that highlight forgiveness and discuss their importance.
Day 17: Comparing the Greasers and Socs - Students will compare the struggles of the Greasers and Socs and discuss their similarities and differences.	NJSLS RL.7.9	1. Venn Diagram: Compare and contrast the challenges and privileges of the two groups. 2. Class Discussion: Explore whether the two groups are more alike or different.
Day 18: Connecting Text to the Real World - Students will relate themes from The Outsiders to contemporary social issues.	NJSLS RI.7.9	1. Current Events Connection: Research and present modern examples of social divisions and their effects. 2. Writing Prompt: Reflect on how the novel's themes apply to real-world situations.
Day 19–20: Final Project Workdays - Students will create a final project synthesizing their understanding of the novel.	NJSLS SL.7.4	1. Choice Board: Students choose from project options like a character diary, thematic poster, or multimedia presentation. 2. Work Time: Provide time for planning and creating their projects.
Day 21–22: Presenting Projects - Students will present their final projects and reflect on thematic connections.	NJSLS SL.7.4	1. Project Presentations: Share projects with the class. 2. Peer Feedback: Provide feedback on classmates' work.
Day 23: Comparing Text to Film - Students will compare the novel to its film adaptation and analyze differences in storytelling.	NJSLS RL.7.7	1. Comparison Chart: Create a chart comparing how key scenes (e.g., the rumble, Johnny's hospital scenes) are portrayed in the novel versus the film. 2. Class Discussion: Debate whether the film stays true to the themes and tone of the novel.
Day 24: Reflecting on Themes and Character Growth - Students will reflect on the growth of key characters and the themes of social	NJSLS RL.7.2, RL.7.3	1. Character Growth Timeline: Create a visual timeline of how Ponyboy, Johnny, and Dally have grown or changed. 2. Class Reflection:

inequality, family, and identity.		Discuss how the novel's themes resonate with their own lives and contemporary issues.
Day 25: Culminating Essay – What Does It Mean to Be an Outsider? - Students will write an argumentative essay exploring what it means to be an “outsider,” using examples from the novel.	NJSLS W.7.1, W.7.4	1. Essay Brainstorm: Guide students in brainstorming key examples from the text. 2. Independent Writing: Students draft their essays, focusing on structure, evidence, and personal connections.
Day 26: Peer Review and Essay Revision - Students will revise their essays based on peer feedback to strengthen their arguments.	NJSLS W.7.5	1. Peer Review Activity: In pairs or small groups, students exchange essays and provide constructive feedback. 2. Revision Workshop: Students revise their essays, focusing on clarity, evidence, and organization.
Day 27: Final Reflection on the Novel - Students will reflect on the themes of the novel and their personal takeaways.	NJSLS W.7.10, SL.7.1	1. Socratic Seminar: Discuss lessons from The Outsiders and their relevance today. 2. Reflection Writing: Students write a journal entry about their understanding of social divisions, loyalty, or identity.
Day 28: Creative Activity – Alternate Ending or Sequel - Students will create an alternate ending or a brief sequel to the novel.	NJSLS W.7.3	1. Creative Writing Workshop: Brainstorm, plan, and draft an alternate ending or sequel. 2. Sharing: Volunteers share their work with the class for feedback.
Day 29: Class Celebration – Revisiting the Journey - Students will revisit key moments and lessons from the novel.	NJSLS SL.7.1	1. Memory Wall: Write favorite moments, lessons, or quotes on sticky notes and add them to a classroom wall. 2. Celebration: Host a light celebration with snacks and final reflections.
Day 30: Unit Wrap-Up and Evaluation - Students will evaluate their growth and understanding of the novel.	NJSLS W.7.10	1. Self-Assessment: Complete a reflection sheet evaluating participation and growth. 2. Teacher Feedback: Provide individualized feedback on essays, projects, and participation.

Inclusive concepts

1. Exploring Social Identity and Empathy

- Use the dynamics between the Greasers and the Socs to examine themes of social identity, stereotypes, and privilege. Encourage

students to reflect on how personal and societal labels affect relationships and self-perception. Activities such as role-playing or reflective journaling can help students connect these themes to their own lives, fostering empathy and understanding of diverse social experiences.

2. Strengthening Community and Belonging

- Highlight the importance of friendship, loyalty, and community as seen in the bonds within the Greasers. Create opportunities for students to share stories of support and belonging in their own lives, building a classroom environment that values inclusivity and mutual respect. Group projects or discussions about teamwork and solidarity can reinforce the idea that diverse groups can work together to overcome challenges.

Unit Learning Goals

The Hunger Games

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to The Hunger Games - Students will analyze the title, cover, and back blurb to identify potential themes and make predictions about the novel.	NJSLS RL.7.1, SL.7.1	1. Book Walk: Analyze title, cover, and blurb, writing predictions. 2. Class Discussion: Explore expectations about the story's tone, characters, and themes.
Day 2: Understanding Dystopian Settings - Students will identify elements of dystopia in the setting and discuss their significance.	NJSLS RL.7.3	1. Setting Chart: Identify elements of Panem's dystopian society. 2. Class Discussion: Discuss how the setting reflects control and oppression.
Day 3: Introducing Katniss Everdeen (Chapters 1–2) - Students will analyze Katniss's character	NJSLS RL.7.3	1. Character Web: Create a web for Katniss, noting her traits, motivations, and relationships.

traits and relationships using textual evidence.		2. Journal Entry: Write from Katniss's perspective about her life in District 12.
Day 4: Themes of Survival and Sacrifice (Chapters 3–4) - Students will examine themes of survival and sacrifice as they are introduced in the story.	NJSLS RL.7.2	1. Theme Tracker: Start tracking examples of survival and sacrifice. 2. Class Discussion: How do Katniss's choices demonstrate these themes?
Day 5: The Reaping (Chapters 5–6) - Students will analyze the emotional and thematic impact of the Reaping.	NJSLS RL.7.5	1. Close Reading: Analyze the Reaping scene for its emotional and thematic impact. 2. Quick Write: Reflect on the concept of 'sacrifice' and its role in this scene.
Day 6: The Capitol and Social Commentary (Chapters 6–7) - Students will analyze the descriptions of the Capitol as a commentary on power and privilege.	NJSLS RL.7.4	1. Symbolism Chart: Track symbols of excess and privilege in the Capitol. 2. Group Discussion: How does the Capitol contrast with District 12?
Day 7: The Training Center (Chapters 8–9) - Students will explore the importance of preparation and strategy in the Games.	NJSLS RL.7.3	1. Character Analysis: Examine Katniss's approach to training and her interactions with Peeta. 2. Role-Play: Create strategies for surviving the Hunger Games.
Day 8: Themes of Appearance vs. Reality (Chapters 10–11) - Students will analyze how the theme of appearance versus reality emerges.	NJSLS RL.7.2	1. Theme Tracker: Add examples of appearance versus reality, focusing on the Capitol. 2. Discussion: How does Katniss's public image differ from her reality?
Day 9: Entering the Arena (Chapters 12–13) - Students will evaluate the depiction of the Games and their impact on the participants.	NJSLS RL.7.3	1. Close Reading: Analyze the tension and imagery as the Games begin. 2. Quick Write: Reflect on the emotional toll of entering the Arena.
Day 10: Survival Strategies (Chapters 14–15) - Students will analyze Katniss's survival strategies and her relationships with other tributes.	NJSLS RL.7.3	1. Strategy Tracker: Record Katniss's survival tactics and their effectiveness. 2. Group Activity: Discuss alliances and their risks in the Games.
Day 11: Rue's Introduction (Chapters 16–17) - Students will analyze the introduction of Rue and her bond with Katniss.	NJSLS RL.7.3	1. Character Map: Explore Rue's role and her relationship with Katniss. 2. Reflection: How does Rue influence Katniss emotionally and strategically?
Day 12: Symbolism of the Mockingjay (Chapters 18–19) - Students will examine the symbolism of the mockingjay and its thematic	NJSLS RL.7.4	1. Symbol Tracker: Discuss the mockingjay as a symbol of rebellion and hope. 2. Creative Activity: Design a personal symbol representing

importance.		survival or resilience.
Day 13: Themes of Friendship and Trust (Chapters 20–21) - Students will analyze the developing trust and friendship between Katniss and Rue.	NJSLS RL.7.3	1. Theme Tracker: Add examples of friendship and trust. 2. Role-Play: Imagine strategies Katniss and Rue could use to survive together.
Day 14: The Loss of Rue (Chapters 22–23) - Students will evaluate the emotional and symbolic significance of Rue's death.	NJSLS RL.7.3	1. Close Reading: Analyze the description of Rue's death and Katniss's response. 2. Reflection: How does Rue's death change Katniss's motivations?
Day 15: Mid-Unit Review and Quiz - Students will review key characters, events, and themes from Chapters 1–23.	NJSLS RL.7.1, RL.7.2	1. Jeopardy Game: Review characters, plot, and themes. 2. Quiz: Assess comprehension and analysis with short-answer questions.
Day 16: Themes of Rebellion (Chapters 24–25) - Students will analyze how acts of rebellion shape the story's themes and Katniss's character.	NJSLS RL.7.2	1. Theme Tracker: Record examples of rebellion and their consequences. 2. Class Discussion: Discuss how rebellion impacts the Capitol and other tributes.
Day 17: Peeta's Role (Chapters 26–27) - Students will evaluate Peeta's strategies and his relationship with Katniss.	NJSLS RL.7.3	1. Character Analysis: Explore Peeta's actions and motivations. 2. Debate: Is Peeta's strategy of love genuine or calculated?
Day 18: The Gamemakers and Control (Chapters 28–29) - Students will analyze the Gamemakers' role in controlling the Games.	NJSLS RL.7.4	1. Symbolism Tracker: Examine how the Gamemakers symbolize manipulation and power. 2. Group Discussion: How do their decisions escalate tension in the story?
Day 19: The Climax (Chapters 30–31) - Students will evaluate the climax and its resolution.	NJSLS RL.7.5	1. Plot Diagram: Add key events leading to and resolving the climax. 2. Quick Write: Reflect on how the climax impacts Katniss's understanding of herself and others.
Day 20: Themes of Sacrifice and Choice (Chapters 32–33) - Students will analyze themes of sacrifice and choice in the final chapters.	NJSLS RL.7.2	1. Theme Tracker: Record key examples of sacrifice and choice. 2. Journal Entry: Reflect on a difficult choice they have faced and connect it to Katniss's experience.
Day 21: Resolution and Reflection (Chapter 34) - Students will evaluate how the resolution addresses the story's conflicts and themes.	NJSLS RL.7.2	1. Reflection Chart: Explore how the resolution ties back to the novel's themes. 2. Class Discussion: Was the resolution satisfying? Why or why not?
Day 22: Revisiting Katniss's Journey - Students	NJSLS RL.7.3	1. Character Growth Timeline: Highlight key

will reflect on Katniss's growth and the lessons learned from her journey.		moments of Katniss's growth. 2. Socratic Seminar: Discuss lessons learned from Katniss's decisions and their relevance to real life.
Day 23: Connecting to the Real World - Students will explore how themes from The Hunger Games relate to social, political, and environmental issues.	NJSLS RI.7.9	1. Research real-world examples of power dynamics, inequality, or survival. 2. Class Discussion: Discuss connections between novel themes and current events.
Day 24: Comparing Text to Film - Students will compare and contrast key scenes from the novel with their portrayal in the film adaptation.	NJSLS RL.7.7	1. Film Scene Analysis: Watch and compare selected scenes with the novel. 2. Comparison Chart: Note differences in character portrayal, tone, and storytelling.
Day 25: Analyzing Katniss's Growth - Students will evaluate how Katniss's experiences lead to personal growth and changes in her relationships.	NJSLS RL.7.3	1. Character Growth Timeline: Highlight key moments in Katniss's development. 2. Reflection Activity: Write a letter from Katniss to herself at the start of the Games.
Day 26: Revisiting Themes – Hope vs. Despair - Students will analyze the balance of hope and despair in the novel and its overarching message.	NJSLS RL.7.2	1. Theme Tracker Completion: Record examples of hope and despair in the resolution. 2. Class Discussion: Explore how the ending leaves readers feeling about Panem's future.
Day 27: Culminating Essay – The Power of Choice - Students will write an argumentative essay exploring the importance of choice in the novel.	NJSLS W.7.1, W.7.4	1. Essay Planning: Brainstorm key examples of choices from the novel. 2. Writing Workshop: Draft essays, focusing on thesis, evidence, and analysis.
Day 28: Peer Review and Revision - Students will revise essays based on peer feedback, improving clarity and evidence.	NJSLS W.7.5	1. Peer Review: Exchange essays and provide feedback using a rubric. 2. Revision Time: Edit essays to improve organization, evidence, and strength.
Day 29: Final Reflections on the Novel - Students will reflect on the novel's themes and their relevance to personal and societal perspectives.	NJSLS W.7.10, SL.7.1	1. Socratic Seminar: Discuss lessons from the novel about human nature and society. 2. Reflection Journal: Write about changes in their perspective on survival or government.
Day 30: Celebration and Unit Wrap-Up - Students will celebrate their learning and revisit key takeaways from the novel.	NJSLS SL.7.1	1. Memory Wall: Add favorite quotes, moments, or lessons to a classroom wall. 2. Class Celebration: Share snacks, watch a final clip, and discuss how the novel impacted them.

Inclusive concepts

1. Understanding Power Dynamics and Social Justice

- Use the stark contrasts between the Capitol and the districts to explore themes of inequality, privilege, and systemic oppression. Encourage students to draw parallels between the novel's societal structure and real-world issues, fostering a deeper understanding of fairness, advocacy, and equity. Activities such as debates or research on global inequalities can provide students with tools to critically examine power dynamics.

2. Valuing Individual Strengths and Collective Action

- Highlight Katniss's journey as a testament to resilience, resourcefulness, and the importance of teamwork in overcoming adversity. Provide opportunities for students to reflect on their own strengths and contributions within groups, fostering a sense of inclusion and appreciation for diverse talents. Collaborative projects or role-playing activities can underscore the idea that collective action and respect for individual differences lead to greater success.

Unit Learning Goals

Edgar Allan Poe

Core Instructional Materials

- Textbook
- Online benchmark assessment resource

Supplemental Materials

- Topic-focused webquests
- Two Distance learning tours

Daily Targets

Day 1: Introduction to the Horror Genre - Students will identify key characteristics of the horror genre and discuss its purpose in literature.

NJSLS Performance Expectations

NJSLS RL.7.1, RL.7.2

Instructional Activities

1. Class Discussion: Brainstorm elements of horror (e.g., suspense, fear). 2. Genre Analysis: Analyze excerpts from popular horror stories for themes and techniques.

Day 2: Introduction to 'The Monkey's Paw' (Part 1) - Students will analyze how the author builds suspense in the opening of the story.	NJSLS RL.7.3	1. Close Reading: Annotate the first part, focusing on imagery and foreshadowing. 2. Class Discussion: Discuss how the mood establishes suspense.
Day 3: Analyzing Choices and Consequences in 'The Monkey's Paw' (Part 2) - Students will examine the theme of unintended consequences.	NJSLS RL.7.2	1. Theme Tracker: Chart wishes and their outcomes. 2. Group Discussion: Debate whether characters' choices were reckless.
Day 4: Symbolism in 'The Monkey's Paw' (Part 3) - Students will analyze the symbolism of the monkey's paw and its role in conveying the story's theme.	NJSLS RL.7.4	1. Symbol Analysis Chart: Discuss symbols and their meanings. 2. Creative Writing: Write about a cursed object and its consequences.
Day 5: Comparing Texts – 'The Monkey's Paw' and the Horror Genre - Students will compare the story to other horror texts, identifying shared elements.	NJSLS RL.7.9	1. Comparison Chart: Note common themes in 'The Monkey's Paw' and other horror stories. 2. Quick Write: Reflect on why 'The Monkey's Paw' is a classic.
Day 6: Introduction to Edgar Allan Poe and 'The Tell-Tale Heart' (Part 1) - Students will analyze how the narrator's perspective creates suspense.	NJSLS RL.7.3	1. Point-of-View Analysis: Annotate for narrator reliability and emotions. 2. Group Discussion: How does the narrator's perspective build tension?
Day 7: Themes of Guilt and Madness in 'The Tell-Tale Heart' (Part 2) - Students will explore how these themes shape the climax.	NJSLS RL.7.2	1. Theme Tracker: Add evidence of guilt and madness. 2. Creative Writing: Write a diary entry from the narrator's perspective.
Day 8: Symbolism in 'The Tell-Tale Heart' - Students will analyze the symbolism of the beating heart and its connection to guilt.	NJSLS RL.7.4	1. Symbol Analysis Chart: Discuss the beating heart's symbolism. 2. Class Discussion: Why does Poe use this vivid symbol?
Day 9: 'The Masque of the Red Death' – Setting as Symbolism (Part 1) - Students will examine how the setting symbolizes themes of mortality.	NJSLS RL.7.4	1. Close Reading: Annotate descriptions of the setting, noting symbolism. 2. Class Discussion: How does the setting enhance the theme?
Day 10: Themes of Mortality in 'The Masque of the Red Death' (Part 2) - Students will analyze how Poe explores the inevitability of death.	NJSLS RL.7.2	1. Theme Tracker: Add examples of mortality to a theme chart. 2. Quick Write: Reflect on how fear of death drives conflict in the story.
Day 11: 'The Black Cat' – Themes of Guilt and Superstition (Part 1) - Students will analyze the narrator's guilt and its connection to superstition.	NJSLS RL.7.3	1. Close Reading: Highlight evidence of guilt. 2. Class Discussion: How does the narrator's guilt shape the story?

Day 12: Symbolism in 'The Black Cat' (Part 2) - Students will analyze how symbols like the black cat and gallows enhance the story's themes.	NJSLS RL.7.4	1. Symbol Tracker: Discuss symbols in 'The Black Cat' and their meanings. 2. Creative Writing: Describe an encounter with a symbolic animal.
Day 13: Comparing Poe's Works - Students will compare themes, symbols, and techniques across several of Poe's stories.	NJSLS RL.7.9	1. Comparison Chart: Analyze guilt, madness, and mortality in Poe's stories. 2. Class Debate: Which story best captures fear and why?
Day 14: Culminating Project Workday - Students will synthesize their understanding of horror and Poe's works in a creative or analytical project.	NJSLS SL.7.4	1. Project Choices: Create visual, written, or modern adaptations of a story. 2. Workshops: Provide feedback as students develop their projects.
Day 15: Presenting Projects and Reflection - Students will present their projects and reflect on their learning.	NJSLS SL.7.4, W.7.10	1. Project Presentations: Share with the class. 2. Reflection: Write about what they learned about fear, symbolism, and the human psyche.

Inclusive concepts

1. Exploring Human Emotions and Shared Experiences

- Use Poe's themes of guilt, fear, and mortality to create a safe space for students to discuss complex emotions and their universal impact. Activities like reflective journaling or creative writing allow students to connect their personal experiences with the psychological depth of Poe's characters, fostering empathy and understanding of shared human struggles.

2. Appreciating Diverse Perspectives in Storytelling

- Highlight how Poe's use of unreliable narrators and symbolic storytelling invites multiple interpretations. Encourage students to explore how different cultural or personal perspectives might shape their understanding of fear, justice, or morality. Group discussions and collaborative analyses can help students value diverse viewpoints and develop critical thinking skills.

Unit Learning Goals

Brian's Song

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Introduction to Film Study and Themes - Students will identify key themes of friendship, teamwork, and overcoming prejudice.	NJSLs RL.7.2, RI.7.1	1. Theme Brainstorm: Watch trailers for both films and list potential themes. 2. Class Discussion: Predict how themes will be developed in each film.
Day 2: Background Context for Brian's Song - Students will explore the historical and cultural context of Brian's Song, focusing on Gale Sayers and Brian Piccolo's story.	NJSLs RI.7.3	1. Research Mini-Lesson: Introduce Gale Sayers and Brian Piccolo through short readings or videos. 2. T-Chart: Compare the cultural challenges of the 1960s with film themes.
Day 3: Background Context for Remember the Titans - Students will examine the historical context of integration in 1970s high school football.	NJSLs RI.7.3	1. Research Activity: Read about racial integration in high school sports. 2. Class Discussion: How does this historical context affect relationships and challenges?
Day 4: Watching Brian's Song (Part 1) - Students will analyze the developing friendship between Gale Sayers and Brian Piccolo.	NJSLs RL.7.3	1. Viewing Guide: Take notes on key moments showing how their friendship begins and grows. 2. Character Web: Create webs for Gale and Brian, noting traits and interactions.
Day 5: Watching Brian's Song (Part 2) - Students will evaluate how themes of loyalty and perseverance are developed.	NJSLs RL.7.2	1. Theme Tracker: Record examples of loyalty and perseverance. 2. Class Discussion: How do Gale and Brian support each other during adversity?
Day 6: Watching Remember the Titans (Part 1) - Students will analyze initial conflicts and relationships in the newly integrated team.	NJSLs RL.7.3	1. Conflict Chart: Identify conflicts as the team comes together. 2. Group Discussion: How do coaches handle conflicts to promote teamwork?
Day 7: Watching Remember the Titans (Part 2) - Students will evaluate how teamwork and acceptance are shown through characters' growth.	NJSLs RL.7.2	1. Character Tracker: Note moments where characters demonstrate teamwork and growth. 2. Class Discussion: How does football serve as a metaphor for breaking down barriers?

Day 8: Symbolism in Both Films - Students will analyze symbols in both films and their thematic significance.	NJSLS RL.7.4	1. Symbol Chart: Track symbols like the football field or hospital scenes. 2. Creative Writing: Write about a symbol in one film and its connection to the characters.
Day 9: Comparing Themes of Friendship and Teamwork - Students will compare how both films explore these themes.	NJSLS RL.7.9	1. Venn Diagram: Compare and contrast friendship and teamwork in the films. 2. Class Discussion: Which film conveys these themes more effectively?
Day 10: Character Analysis - Students will analyze the growth of a central character from each film.	NJSLS RL.7.3	1. Character Growth Chart: Track a character's journey and development. 2. Journal Prompt: Write from a character's perspective about a pivotal moment.
Day 11: Conflict and Resolution in Both Films - Students will analyze key conflicts and their resolutions.	NJSLS RL.7.5	1. Conflict Analysis Chart: Identify and compare conflicts and resolutions. 2. Class Debate: Which film presents more realistic resolutions and why?
Day 12: Exploring Leadership and Sacrifice - Students will evaluate how leadership and sacrifice are portrayed in the films.	NJSLS RL.7.2, RL.7.3	1. Leadership Tracker: Identify examples of leadership and their impact. 2. Quick Write: Reflect on personal experiences of leadership or sacrifice.
Day 13: Culminating Project Work Day - Students will synthesize their understanding of the films into a project.	NJSLS SL.7.4, W.7.10	1. Choice Board: Select a project like an essay, visual representation, or speech. 2. Work Session: Draft and refine projects with feedback.
Day 14: Project Presentations - Students will present their projects and share their insights.	NJSLS SL.7.4	1. Presentations: Share projects with the class. 2. Peer Feedback: Provide constructive feedback on each project.
Day 15: Reflection and Celebration - Students will reflect on the unit and discuss their takeaways.	NJSLS W.7.10, SL.7.1	1. Reflection Writing: Journal about how the films influenced their views on teamwork, friendship, and prejudice. 2. Class Celebration: Share favorite moments and discuss connections to current issues.

Inclusive concepts

1. Empathy and Role-Playing Activity

- Objective: Help students understand the emotional experiences of the characters and the real-life challenges of prejudice, teamwork, and resilience.
- Activity:
 1. Assign students roles as key characters (e.g., Gale Sayers, Brian Piccolo, Coach Boone, Julius Campbell) and have them participate in a mock interview or "hot seat" activity. Other students ask questions, and those in the role respond based on their understanding of the character's motivations, challenges, and growth.
 2. After the activity, discuss how stepping into the characters' shoes helped them connect to the emotions and themes in the films.
- Inclusivity: This activity allows all students to contribute through dialogue, builds empathy by exploring multiple perspectives, and emphasizes collaboration.

2. "Breaking Down Barriers" Group Project

- Objective: Foster collaboration and reflection on real-world connections to the themes of friendship, teamwork, and overcoming prejudice.
- Activity:
 1. In small groups, students create a visual or digital presentation titled "Breaking Down Barriers," comparing the films' lessons with examples from history, current events, or personal experiences.
 2. Each group presents their findings, focusing on how teamwork and mutual respect can overcome social and personal challenges.
- Inclusivity: This project ensures that all voices are heard by allowing students to contribute in multiple formats (e.g., art, writing, speaking) and encourages connections between the films and their own diverse experiences.

Unit Learning Goals

The Crossover

Core Instructional Materials

- Textbook
- Online benchmark assessment resource

Supplemental Materials

- Topic-focused webquests
- Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Introduction to The Crossover - Students will make predictions about The Crossover by analyzing the title, cover, and structure of the novel, identifying potential themes.	NJSLs RL.7.1, RL.7.2	1. Book Walk: Examine title, cover, and structure; predict themes and tone. 2. Class Discussion: Explore why Kwame Alexander chose verse and how it impacts storytelling.
Day 2: Exploring Free Verse and Rhythm in Poetry - Students will analyze the use of rhythm and structure in free verse poetry, identifying its impact on tone and meaning.	NJSLs RL.7.4	1. Read-Aloud: Analyze “Dribbling” for rhythm and tone. 2. Quick Write: Students write their own free verse poem using rhythmic structure.
Day 3: Meet Josh Bell - Students will analyze Josh’s character traits and relationships using textual evidence.	NJSLs RL.7.3	1. Character Web: Develop traits and relationships for Josh. 2. Journal Entry: Write from Josh’s perspective about basketball and family.
Day 4: Theme of Family Relationships - Students will identify the theme of family relationships and explain its development through Josh’s interactions.	NJSLs RL.7.2	1. Theme Tracker: Record evidence of family relationships. 2. Class Discussion: Explore how family influences Josh’s identity.
Day 5: Basketball as a Metaphor for Life - Students will analyze how basketball serves as a metaphor for Josh’s experiences and growth.	NJSLs RL.7.4	1. Metaphor Analysis: Discuss basketball metaphors in the text. 2. Creative Writing: Write a paragraph using a hobby as a metaphor for life.
Day 6: Conflict Between Brothers - Students will analyze the conflict between Josh and JB, focusing on how it drives the story forward.	NJSLs RL.7.3	1. Conflict Chart: Track and categorize conflicts. 2. Quick Write: Reflect on a personal conflict and its resolution.
Day 7: Theme of Loyalty - Students will evaluate how the theme of loyalty is developed through Josh’s actions and choices.	NJSLs RL.7.2	1. Class Discussion: Identify moments of loyalty in Josh’s behavior. 2. Theme Tracker: Record examples of loyalty with textual evidence.
Day 8: Analyzing the Role of the Father - Students will analyze the role of Josh’s father in shaping Josh’s values and identity.	NJSLs RL.7.3	1. Character Analysis: Create a chart of the father’s influence. 2. Creative Writing: Write a letter from Josh to his father.
Day 9: The Impact of Choices - Students will analyze how Josh’s choices affect his relationships and the story’s tension.	NJSLs RL.7.5	1. Cause-and-Effect Chart: Record Josh’s decisions and outcomes. 2. Class Debate: Discuss the justification of Josh’s actions.
Day 10: Mid-Unit Review and Quiz - Students will review key themes, characters, and conflicts	NJSLs RL.7.1, RL.7.2	1. Review Game: Play a Jeopardy-style game on characters and themes. 2. Quiz: Administer

from the first half of the novel.		comprehension and analysis questions.
Day 11: Dealing with Change - Students will explore how Josh deals with changes in his family dynamics and relationships.	NJSLS RL.7.2	1. Class Discussion: Explore changes in Josh's family. 2. Quick Write: Reflect on a time of personal change and adaptation.
Day 12: Examining Tone and Mood - Students will analyze how tone and mood shift during pivotal moments in the story.	NJSLS RL.7.4	1. Tone Tracker: Identify tone shifts using textual evidence. 2. Class Discussion: How tone reflects Josh's emotional journey.
Day 13: The Father's Health Crisis - Students will analyze the impact of the father's health crisis on the Bell family.	NJSLS RL.7.3	1. Character Reflection Chart: Explore how each family member reacts. 2. Class Discussion: How does the crisis deepen the themes?
Day 14: Climax and Resolution - Students will evaluate how the climax resolves key conflicts and deepens the novel's themes.	NJSLS RL.7.5	1. Plot Diagram Completion: Add climax and resolution events. 2. Class Debate: Reflect on how the ending addresses key themes.
Day 15: Final Reflection on Themes - Students will reflect on the novel's themes of family, loyalty, and personal growth.	NJSLS RL.7.2	1. Theme Tracker: Finalize examples of key themes. 2. Class Discussion: Which theme resonated most and why?
Day 16: The Power of Words in Poetry - Students will evaluate how Kwame Alexander's word choices and poetic devices enhance meaning and emotion.	NJSLS RL.7.4	1. Poetry Analysis: Analyze language in a favorite poem. 2. Creative Writing: Write a poem inspired by personal experiences.
Day 17: Comparing The Crossover to Other Texts - Students will compare The Crossover to another text with similar themes.	NJSLS RL.7.9	1. Comparison Chart: Compare The Crossover to a similar text. 2. Class Discussion: How do different texts explore similar themes?
Day 18: Culminating Project Work Day - Students will synthesize their understanding of the novel into a creative or analytical project.	NJSLS W.7.4, SL.7.4	1. Choice Board: Choose a project (e.g., character diary, thematic poster). 2. Workshop: Provide feedback as students work.
Day 19: Presenting Final Projects - Students will present their final projects, demonstrating their analysis of the novel's themes and characters.	NJSLS SL.7.4	1. Presentations: Share projects with peers. 2. Peer Feedback: Offer constructive comments on presentations.
Day 20: Reflection and Celebration - Students will reflect on their learning and celebrate their understanding of the novel.	NJSLS W.7.10, SL.7.1	1. Reflection Writing: Write about key takeaways from the novel. 2. Celebration: Share personal insights and enjoy a class discussion.

Inclusive concepts

1. Celebrating Cultural Identity and Family Connections

- Use the novel's focus on basketball, poetry, and familial relationships to explore themes of cultural pride and family bonds. Encourage students to reflect on and share their own cultural identities, traditions, and family dynamics through creative projects or writing, fostering a classroom environment that values diversity and personal expression.

2. Promoting Emotional Wellness and Self-Expression

- Leverage the novel's poetic structure and themes of growth, loss, and resilience to help students process and express their own emotions. Through activities like journaling, poetry writing, or small-group discussions, students can connect with the characters' experiences and feel supported in navigating their own challenges, building an inclusive and empathetic classroom community.