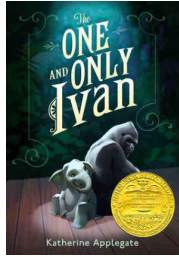


[Grade 6 New Jersey State Learning Standards](#)

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text CI: Central Ideas and Themes IT: Interactions Among Text Elements TS: Text Structure PP: Perspective and Purpose in Texts MF: Diverse Media and Formats AA: Analysis of an Argument CT: Comparison of Texts	AW: Argumentative Writing IW: Informative and Explanatory Writing NW: Narrative Writing WP: Writing Process WR: Writing Research SE: Sources of Evidence RW: Range of Writing	PE: Participate Effectively II: Integrate Information ES: Evaluate Speakers PI: Present Information UM: Use Media AS: Adapt Speech	RF: Foundational Skills: Reading Language WF: Foundational Skills: Written Language SS: System and Structure of Language KL: Knowledge of Language VL: Vocabulary Acquisition, Use, and Literal Meaning VI: Vocabulary Acquisition, Use and Interpretative Meaning

Trimester	Unit Title	Recommended Instructional Days
1	Unit 2 “Animal Allies” Unit 1 (beginning) “Childhood”	60 Days

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<p style="text-align: center;">Grade NJSLS - ELA</p>	<p style="text-align: center;">Core Ideas and Practices Interdisciplinary Standards</p>
<p style="text-align: center;">Language Domain</p>	
<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions. <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. 	<p>Anchor Novel “The One and Only Ivan” by Katherine Applegate</p>  <p>Essential Question/s:</p> <ul style="list-style-type: none"> • How can people and animals relate to one another? • Climate Change- How does climate change affect the chimpanzee habitat? <p>Whole Class Learning Texts</p> <p>Anchor Text (Memoir): <i>from My Life With the Chimpanzees</i> by Jane Goodall</p> <p>Anchor Text (Historical Fiction): <i>Hachiko: The True Story of a Loyal Dog</i> by Pamela S. Turner</p> <p>Whole-Class Learning/ Activity Description:</p> <ul style="list-style-type: none"> • Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas. RL.TS.6.4., RI.IT.6.3.

<p>D. Maintain consistency in style and tone.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Analyze the impact of a specific word choice on meaning and tone.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<ul style="list-style-type: none"> ● Expand Knowledge and use of academic and concept vocabulary. L.KL.6.2. ● Write an explanatory essay in which you examine a topic and convey ideas, concepts, and information. W.IW.6.2 ● Conduct research projects of various lengths to explore a topic and clarify its meaning. W.WR.6.5. ● Ensure that pronouns are in the proper case. L.SS.6.1. ● Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.PE.6.1. ● Integrate audio, visuals, and text in presentations SL.UM.6.5. ● Answer several Open Ended Responses (OERs) using the R.A.C.E. Writing Strategy. <p><u>Small-Group Learning Texts</u></p> <ul style="list-style-type: none"> ● Poetry: A Blessing ● Poetry: Predators ● Essay: Monkey Master
<p>Reading Domain</p>	
<p>Reading Literature</p> <p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><u>Small-Group Learning/Activity Description</u></p> <ul style="list-style-type: none"> ● Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas. RL.TS.6.4., RI.IT.6.3. ● Expand Knowledge and use of academic and concept vocabulary. L.KL.6.2.

RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Reading Informational

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

- Write an explanatory essay in which you examine a topic and convey ideas, concepts, and information. **W.IW.6.2**
- Conduct research projects of various lengths to explore a topic and clarify its meaning. **W.WR.6.5.**
- Ensure that pronouns are in the proper case. **L.SS.6.1.**
- Engage in collaborative discussions, build on the ideas of others and express your own ideas clearly. **SL.PE.6.1.**
- Integrate audio, visuals, and text in presentations **SL.UM.6.5.**

Conventions:

- irregular plurals, past-tense verbs, action verbs, linking verbs,[ast perfect tense verbs, prepositional phrases, present participles

Independent Learning:

- from “The Wind in the Willows” by Kenneth Grahame
- How the Camel got his Hump” by Rudyard Kipling
- The Girl Who Gets Gifts from Birds by Katy Sewall
- Pet Therapy- “How Animals And Humans Heal Each Other” by Julie Rovner

Interdisciplinary Connections: Content;; NJSLS#:

- **SCI.MS.LS2.C** - Ecosystem Dynamics, Functioning, and Resilience
- **SCI.MS.ESS3.D - Global Climate Change**
- **VA.6-8.1.5.8.Pr6a** -- Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
- **SOC.6.3.8.CS5** Collaboratively develop and practice strategies for managing and resolving conflict.

RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

Science: Point out to students that Jane Goodall did groundbreaking research into chimpanzee behavior at a time when few women worked in the sciences. Students will research other celebrated female scientists from the twentieth century, such as Dian Fossey, Margaret Meade, or Rachel Carson, and learn more about that scientist’s life. As a Class, discuss the ways in which the achievements of these women have contributed positively to society.

Humanities (Unit 5): *BBC Science Club’s All About Exploration-* Have students select an exploration event or explorer, from either the video or from independent research. (In order to connect this lesson to Unit 2, it is recommended to research the Vikings’ use of birds to find land.) Then have each student create a comic strip telling an event from the explorer’s experiences.

Art: Have students select and research one of the following artists: Pablo Picasso, Salvador Dali, Jackson Pollock, etc. Encourage students to copy or download an image from their chosen artist and compare it to the work of Congo. Have groups share the images and their findings with the class. Encourage them to use media vocabulary words when appropriate in their presentation.

Art: Using a step by step multimedia platform, students will draw/paint their own landscape as their way of spreading a message- similar to what Ivan did in *The One and Only Ivan*. An example would be scenery lush with trees, bushes, and flower patches inspiring the importance of planting seeds in order to continue the life cycle. Students will do an extended research on their message and write a short explanatory essay answering the following question: “What is the significance of the message in your painting?”

Social Studies: Research the social and economic impact of cutting down chimpanzees’ natural habitat. Research and write an argumentative essay writing from the perspective of a logger and a naturalist.

Social Studies: Students will make text-to-text connections in understanding the power of one’s voice as well as the importance of freedom by participating in watching documentary clips on the 1963 Birmingham Children’s Crusade. Students can culminate through an oral socratic discussion or write an

- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.

explanatory essay on: “Why should anyone fight for freedom?” Students should use both the novel as well as the documentary clips as references.

WRITING

Argument Writing Task (Unit 2 & Unit 5)

Prompt: Can anyone be an explorer?

Assignment: Use your knowledge from any of the Unit 5 stories to Unit 2’s “My Life with the Chimpanzees.” Include examples and details from both your chosen Unit 5 story, Unit 2’s “My Life with the Chimpanzees,” as well as your own observations to support your reasoning.

Expository/Explanatory Essay Prompt: TG p. 128-133 (5 days)

Write an Explanatory Essay Prompt: What qualities do Goodall and Turner believe people and animals share? Assignment: Use your knowledge of the excerpt from “My Life with the Chimpanzees” and “Hachiko: The True Story of a Loyal Dog” to consider qualities that human beings and animals seem to share. Write an explanatory essay that answers the question: What qualities do Goodall and Turner believe people and animals share? Think about the experiences Goodall has with the chimpanzees and the way Turner describes Dr. Ueno and Hachiko. Identify feelings and ways of behaving that the two authors suggest animals and people have in common.

Part 1 Writing to Sources: (3 days)

Expository/Explanatory Essay Prompt: How can animals and people help one another? Assignment: Write an explanatory essay in which you answer the following: How can animals and people help one another? Use evidence from the selections in this unit to elaborate on your explanation. Explain your ideas thoughtfully and use transitions to make connections among them. Make sure that you use a formal style to organize your essay in a logical way so that it is easy for readers to follow.

Research Analysis Task:

- Ivan’s character in *The One and Only Ivan* is based on a real gorilla who lived in captivity. Conduct research to compare and contrast the real-life Ivan with the fictional character portrayed in the book.

- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of

Analyze how the author used factual information to create a compelling and authentic narrative. Present your findings and provide evidence from both the book and your research sources.

- The author, Katherine Applegate, incorporated elements of magical realism in *The One and Only Ivan*. Research the literary genre of magical realism and identify instances in the book where this style is evident. Explain how the use of magical realism enhances the storytelling and impacts the reader's emotional connection to the characters and events.

Narrative Writing Task:

TG p. 127

- Write your own version, or story adaptation, of "Hachiko: The True Story of a Loyal Dog." In your adaptation, change the narrator, and tell the story through Hachiko's eyes. Follow these steps:
 - Reread the story, and identify the main plot events.
 - Take careful note of Hachiko's actions. Also, note his relationships with Dr. Ueno, Mr. Kobayashi, and other human beings in the story.
 - Then, relate the story from Hachiko's point of view. As Hachiko tells the story, use details that show what he saw, smelled, heard, and felt as he lived through his experiences.
- In the story, Ivan is an artist who expresses himself through his drawings. Select another animal in the mall that has discovered a hidden talent. Write a narrative essay describing the moment the animal realized his/her artistic abilities and how it has impacted his/her life.
- *The One and Only Ivan* raises awareness about animal rights and the importance of treating animals with kindness and compassion. Write a narrative essay from the perspective of a person who visits the mall and witnesses the animals' living conditions for the first time.

Literary Analysis Task:

others while avoiding plagiarism and providing basic bibliographic information for sources. 🌱

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 🌱

- The theme of freedom and captivity is explored in *The One and Only Ivan*. Choose a pivotal moment in the book where the characters confront the idea of freedom, and explain how this event shapes the plot and influences the characters' development. How does the theme of freedom resonate with you as a reader?
- Animals play a significant role in *The One and Only Ivan*, each with their unique traits and personalities. Select one animal character from the story and analyze how its characteristics contribute to the overall theme of friendship and empathy. Provide specific examples from the text to support your analysis.

Part 2 Speaking and Listening: (2 days)

Informative presentation Assignment: After completing the final draft of your essay, use it as the foundation for a brief informative presentation

Poetry Aligned to Text:

- "See It Through" by Edgar Guest
- "Standing Up for Myself" by Connie Webb
- "The Key of Life" by Stanley Oguh
- "A Legend of Truth" by Rudyard Kipling
- "Promise Yourself" by Christian Larson

Seasonal Poetry:

- "The Dance of the Thirteen Skeletons" Jack Prelutsky
- "Veterans Day Salute!" by Kim Robin Edwards

Plays Aligned to Text

- "*Never, Never, Never, Forget*" by Carol Montgomery

Music Selections:

- "Freedom" by Pharrell Williams
- "Lean on Me" by Bill Withers

SL.ES.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- “Count on Me” by Bruno Mars
- “Free Bird” by Lynyrd Skynyrd
- “I’m Set Free” by The Velvet Underground

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Anchor Novel (Excerpts Only)

“The Secret Garden” by Francis Hodgson Burnett



Excerpts:

**** Sample excerpts that can be used.**

Chapter 1 pgs. 1-9

Chapter 2- Mid pg. 14-19, 21-22

Chapter 3 pgs. 28-29

Chapter 4 pgs. 32-33, pg. 37

Chapter 5 pgs. 63-64

Chapter 8 pgs. 74-75

Chapter 7 end of pg. 84-85

Chapter 11 pg. 137-139

Chapter 13 end of pg. 158 -176

Chapter 14 end of 184-185

Chapter 16 pgs. 213-217

Chapter 19 246-247

Chapter 27 pgs. 378-382, 386

Essential Question/s:

Social and Emotional Learning:

Competencies

Social and Emotional Learning:

Sub-Competencies



Second Step Unit Plans

- Self Awareness
- Self Management
- Social Awareness
- **Responsible Decision-Making**
- Relationship Skills

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

- What are some of the challenges and triumphs of growing up?
- How has childhood imagination affected or influenced you or someone you know?

Whole Class Learning Texts

- from “Brown Girl Dreaming” by Jacqueline Woodson (**Amistad Law: N.J.S.A. 18A 52:16A-88**) (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- Gallery of Calvin and Hobbes Comics
- “A Long Way Home” (Unit 5)
Diversity & Inclusion: N.J.S.A. 18A:35-4.36

Whole-Class Learning/ Activity Description/Narrative Writing

- Answer several Open-ended Responses (OERs) using the R.A.C.E.S. Writing Strategy Responses-(O.E.R.)
- Read and analyze how authors express their points of view in different types of texts. **RL.PP.6.5.**
- Recognize and write dialogue-**WNW.6.3.B**
- Expand Knowledge and use of academic and concept vocabulary. **L.VI.6.4.**
- Analyze Craft and Structure: Memoir & Poetry (First Person Point-Of-View, Prose, & Stanzas)**RL.TS.6.4**
- Recognize/Establish Story Plot- **RL.IT.6.3.**
- Characters Point-Of- View
- Word Study: Onomatopoeia **L.VI.6.4.A**
- Conventions: Common, Proper, and Possessive Nouns**L.SS.6.1.D**
- Figurative Language **L.VI.6.4 A**
- Conduct research projects of various lengths to explore a topic and clarify its meaning. **W.WR.6.5.**

Interdisciplinary Connections:

Social Studies: Children traveled in wagon trains that crossed the Great Plains in the 18th and 19th centuries. Look for information about what life

was like for these children and write a short report. Include information about the obstacles they faced and what was expected of them on the journey.

Humanities: Choose John Calvin or Thomas Hobbs and do independent research into his ideas and philosophies. Then write a short essay introducing Calvin’s or Hobbes’s ideas and explaining the connection with the cartoon character. Conclude by explaining whether they think the characters’ personalities have a meaningful connection with the historical figures, or if Watterson chose the names for more superficial reasons.

WRITING

Narrative Writing Task

- Write an alternate ending to the story “Hachiko: The True Story of a Loyal Dog.” Your ending should stay true to the characters and setting but offer a new perspective or outcome.
- “The One And Only Ivan”
Write a narrative telling the story of the day Ruby arrived at the zoo. Tell the narrative from one character’s perspective. Make sure to write in the author’s voice and tone.

Informative/ Explanatory Writing Focus (LITERARY ANALYSIS) Hooks-
SWBAT write different hooks.

- T.A.B.- SWBAT to write the Title, Author, & Background in an introduction paragraph.
- Thesis Statement
- Direct Citation- Write direct citations when responding to Open-Ended questions
- Evidence & Elaboration Stems
- Concluding Paragraph (Text-To-Text & Text-To-World Connection)

Informative/Explanatory Writing Task (LITERARY ANALYSIS TASK Samples)

		<ul style="list-style-type: none"> You have read a story entitled “Hachiko” and a poem “Brown Girl Dreaming.” Write an essay where you explain the theme in each text. Use important details from both passages for your writing piece. You have read the texts “My Life with the Chimpanzees and “Monkey Master” which both deal with human/ animal interaction. Write an essay where you compare and contrast the human/animal relationship in each text. Use important details from both passages for your essay.
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Diagnostic Assessments Pre-Writing/Pre-Assessments Quizzes Entrance/Exit Tickets Daily/Weekly Student Reflections Quizzes that mirror multiple-choice questions on the NJSLA exam. Each question will contain both Part A and Part B, as well as multiple sources (video, text, poetry, and articles) to be compared to the novel. These quizzes will cover theme, characters, setting, central idea, point of view, structure, and vocabulary in context. Checking for understanding activities during and after reading Reflection Journals Daily writing tasks linked to the text Four Corner Strategy Discussions. Virtual: Google Meet Polls/Zoom Polls, etc., Think/Pair/Share Peer/Self Assessments Conferencing 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Assessments of comprehension and standards taught District Assessments Interim Assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Unit Assessment Essay Assessment of standards taught in novel Presentations Peer/Self Evaluation Cumulative Reflection/Growth Mindset State Assessments Benchmark Assessments End of Unit/ Chapter Tests Final Projects Video Presentations

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● My Perspectives Anthology Unit 2 ● <i>My Life With the Chimpanzees</i> by Jane Goodall ● <i>Hachiko: The True Story of a Loyal Dog</i> by Pamela S. Turner ● Poetry: <i>A Blessing</i> by James Wright ● Poetry: <i>Predators</i> by Linda Hogan ● Essay: <i>Monkey Master</i> by Waldemar Januszczak ● Short Story: <i>Black Cowboy, Wild Horses</i> by Julius Lester ● My Perspectives Anthology Unit 5 ● Media: Unit 5- <i>BBC Science Club: All About Exploration</i> ● Digital and Print version of the text ● Leveled Readers ● Online Simulations 	<ul style="list-style-type: none"> ● Modified Version of Texts ● Audio of Text ● Large Font Text ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception 	<ul style="list-style-type: none"> ● Spanish language version of the text (when available) ● Converse in Native Language. ● ESL Basics ● Cultivate Relationships and be culturally responsive. ● Topic choice ● Reflection activities ● Various assessment strategies ● Pair work ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities 	<ul style="list-style-type: none"> ● Read above-level Book-Of-Choice ● Create a graphic novel of Jane Goodall’s career ● Write an Expository/ Explanatory from Jane Goodall’s perspective explaining the steps humans can take to preserve the habitat of chimpanzees. ● Create a diorama of a chimpanzee habitat and label all plant species ● Anchor Text plus two additional texts. ● Group and individual presentations ● Assign independent projects. ● Speak to Student Interests ● Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. ● Tiered Content/Activities ● Provide a variety of rigorous material, blogs, poetry.

<ul style="list-style-type: none">● Teacher Editions● Student Editions● “The One and Only Ivan” by Katherine Applegate~● My Perspectives Anthology Unit 1● Amistad Law/ LGBTQ Law/“Brown Girl Dreaming”● Gallery of Calvin and Hobbes Comics by Bill Watterson● Diversity and Inclusion“Declaration of the Right of the Child”● Amistad Law“The War Orphan”● Amistad Law-from ”Bad Boy” by Walter Dean Meyers● Diversity and Inclusion Law “I Was a Skinny Tomboy Kid”● from “Peter Pan” by J.M.Barrie● “Oranges” by Gary Soto● “The Boy Nobody Knew” by Faith Ringgold● “Raymond’s Run by Toni Cade Bambara● “Eleven” by Sandra			
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<p>Cisneros (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <ul style="list-style-type: none"> ● Unit 5- from “A Long Way Home” by Saroo Brierley (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) ● “The Secret Garden” by Frances Hodgson Burnett ● Digital and Print version of the text ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Editions 			
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Supplemental Resources

- Technology:**
- Device, Film application (FlipGrid, IMovie, Screencastify, etc.), Smart Board, Meet application (Google Meet, Zoom, etc.) Digital whiteboard application, Camera and microphones as needed, Kami-PDF annotations- (https://web.kamihq.com/web/viewer.html?browser_action=true; document camera where applicable, Google Meets, Breakout Rooms
 - Slidesmania link for free virtual interactive notebooks
 - NoRedInk
 - Prezi
 - Bookcreator
 - TedED Talks
 - Padlet
 - Peardeck
 - Nearpod
 - Newsela
 - Commonlit
 - Edpuzzle

- **Actively learn**

Other:

- **White Board, Chart Paper, Markers, Exemplar of Writing Task, Outlines**

New Jersey Legislative Statutes and Administrative Code Resources

- **Black Cowboy, Wild Horses by Julius Lester**
 - Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas.
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
 - **“Pet Therapy: How Animals and Humans Heal Each Other” by Julie Rovner**
 - **LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- **Children’s Crusade**
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **To the Oppressors by Pauli Murray**
 - Interpret through artistic expression. Create a drawing, collage, or graphic design that represents the idea that the author is trying to convey in the poem “To the Oppressors.”
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- **On the Long Trail Home by Elisabeth J. Stewart (nj.gov)**
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- **Pink and Say by Patricia Polacco First-person P.O.V.**
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- **Faux Pets Help Holocaust Survivors Stave off Loneliness**
 - Create a slideshow presentation, write an expository/Explanatory Essay describing the effects the Holocaust had on children.
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- **In My Other Life (edsitement)**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **Climate Change-Science**
 - Research the effects of **Climate Change** on the habitat of chimpanzees. Write an Expository/Explanatory Essay detailing the negative changes that have happened over time.
 - **(Standards in Action: Climate Change)**

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • My Perspectives Anthology • Diversity & Inclusion: “Walk Two Moons” • Learning Contracts • Centers/Stations • Interactive Journals • Leveled Readers • Online Simulations • Teacher Editions • Student Editions 	<ul style="list-style-type: none"> • Extra Support Readers • Provide options for comprehension • Tiered Content/Activities • Provide a variety of materials • Provide options for perception • Manipulatives 	<ul style="list-style-type: none"> • Four Corners Activity, Sentence Stems, Anchor Chart for Vocabulary & Text Structure • Converse in Native Language. • ESL Basics • Cultivate Relationships and be culturally responsive. • Topic choice • Reflection activities • Various assessment strategies • Pair work • Online Thesaurus • Extra Support Readers • Tiered Content/Activities • Provide a variety of materials 	<ul style="list-style-type: none"> • Savvas Challenges • Novel/Book of choice • Write a research paper describing connections between two texts by the same author. • Leadership Roles • Assign independent projects. • Speak to Student Interests • Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. • Tiered Content/Activities • Provide a variety of above-level material

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ul style="list-style-type: none"> • Financial Health • Financial Landscape • Money Management • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy 	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> • Gathering and evaluating knowledge and information from a variety

		<p>of sources, including global perspectives, fosters creativity and innovative thinking</p> <ul style="list-style-type: none"> • Multiple solutions often exist to solve a problem • An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. • Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work. • There are tradeoffs between allowing information to be public and keeping information private and secure. • Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. • Digital communities are used by individuals to share information, organize and engage around issues and topics of interest. • Climate Change -Digital technology and data can be leveraged by communities to address the effects of <i>climate change</i>. • Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. • Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. • Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> • 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). • 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

		<ul style="list-style-type: none">● 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.● • 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.● 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.● • 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.● 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.● 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to the effects of climate change (e.g., smart cities).● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information● 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).● 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).● 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.● 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships and facilitate data-based decision-making● 9.4.8.TL.5: Compare the process and effectiveness of synchronous
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		collaboration and asynchronous collaboration.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>