


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

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

Trimester	Unit Title	Recommended Instructional Days
2	Unit 1 (ending) "Childhood" Unit 3 (beginning) "Modern Technology"	60 Days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
Language Domain	Anchor Novel (Excerpts Only) "The Secret Garden" by Francis Hodgson Burnett
<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. 	 <p>Essential Question/s:</p> <ul style="list-style-type: none"> • What are some of the challenges and triumphs of growing up? • How has childhood imagination affected or influenced you or someone you know?

F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 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.**
- D. Maintain consistency in style and tone.**

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.**
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**
- 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).**

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-**W.NW.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.**
- Correctly use common, proper, and possessive nouns in writing and presentations. **L.SS.6.1.**
- TIP-Top- Switch Paragraphs when the Time, Place, Topic, or Person changes. **W.NW.6.3.**
- Writing To Sources: Poem **RL.CI.6.2.**
- Speaking & Listening: Partner Discussion **SL.PE.6.1.**
- Use word choice, sentence structures, and tone to develop your voice in your writing.**L.VI.6.4**
- Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. **SL.PE.6.1.**

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.**
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**
- C. Analyze the impact of a specific word choice on meaning and tone.**
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**

Reading Domain

Reading Literature

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.

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.

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.

- Integrate audio, visuals, and text in presentations. **SL.UM.6.5.**
- Write a narrative in which you develop experiences or events using narrative techniques effectively. **W.NW.6.3.**

Small-Group Learning Texts

- “Declaration of the Rights of the Child” by The United Nations General Assembly
- “Michaela DePrince: The War Orphan Who Became A Hero” by William Kremer (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- from “Bad Boy” by Walter Dean Meyers (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- “I Was A Skinny Tomboy Kid” by Alma Luz Villanueva (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36**)
- “Lewis & Clark” by Nick Bertozzi (Unit 5)

Small-Group Learning/Activity Description/Informative Explanatory

- Read and analyze how authors express their points of view in different types of texts. **RI.MF.6.6., RI.PP.6.5.**
- Expand Knowledge and use of academic and concept vocabulary. **L.VL.6.3., RI.TS.6.4.**
- Hooks- SWBAT write different hooks.
- Write a narrative in which you develop experiences or events using narrative techniques effectively. **W.NW.6.3.**
- Conduct research projects of various lengths to explore a topic and clarify its meaning. **W.WR.6.5.**
- T.A.B.- How to write the Title, Author, & Background in an introduction paragraph.
- Correctly use common, proper, and possessive nouns in writing and presentations. **L.SS.6.1.**
- Develop thesis Statement
- Use word choice, sentence structures, and tone to develop your voice in your writing. **L.KL.6.2**
- Direct Citation- Write direct citations when responding to Open-Ended questions.

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.

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

- Engage in collaborative discussions, build on the ideas of others, and express your ideas clearly. **SL.PE.6.1.**
- Integrate audio, visuals, and text in presentations. **SL.UM.6.5.**
- **Informative Explanatory Essay-How do the main characters in the non-fictional excerpts from "Michaela De Prince: The War Orphan Who Became a Ballerina" by William Kremer and from "Bad Boy" by Walter Dean Meyers confront and overcome challenges during their childhood? How do they triumph? Write an explanatory essay that explains their challenges and triumphs.**

Independent Learning:

- from "Peter Pan" by J.M. Barrie
- "Oranges" by Gary Soto **Diversity & Inclusion: N.J.S.A. 18A:35-4.36**
- "The Boy Nobody Knew" by Faith Ringgold **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- "Raymond's Run" by Toni Cade Bambara **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- "Eleven" by Sandra Cisneros **Diversity & Inclusion: N.J.S.A. 18A:35-4.36**

Conventions:

- Common nouns, possessive nouns, possessive pronouns, reflexive pronouns, intensive pronouns, adjectives, adverbs, simile, metaphors, & personification, mood, and prepositions

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.

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.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.**
- 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.

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.

Social Studies: Work in groups to locate Sierra Leone on a world map and briefly research that country's civil war. Answer these questions:
Where is Sierra Leone? What caused its civil war? How many people were killed during the war? What are conditions like now for people in Sierra Leone?

Art: Create art that depicts or is inspired by each of the rights of the child described in the document. Students can then work in groups to create collages that include all the rights.

Social Studies (Unit 5): Have students research the geography of India and create a map. They should label regions and the major geographical features mentioned in the selection, such as the Himalayas and the Ganges Delta, which are mentioned in paragraph 5.

Art: Research some of the ballet-related terminology in the article. Ex: pointe shoes, soloist, and the corps de ballet. They might also research the Dance Theatre of Harlem, Alvin Alley, and other African American dancers in the United States. Explain how the information illuminates information in the article.

Poetry Aligned to Text:-

- "Oranges" by Gary Soto (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- "The Child's faith is new" by Emily Dickinson
- "Solace" by Ruby Archer

- 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.
- 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 techniques, 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.

- *"Little Prayer"* by Danez Smith (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)

Seasonal Poetry

- *"Autumn Time"* by Cheryl Sandburg
- *"Fall, Leaves, Fall"* by Emily Bronte

Plays Aligned to Text

- *"The Orphan Train"*
- Reader's Theater Anthology book

Music Selections:

- *"You've Got a Friend"* Artist: James Taylor
- *"The Climb"* Artist: Miley Cyrus
- *"Colors of the Wind"* Artist: Vanessa Williams (Amistad Law: N.J.S.A. 18A 52:16A-88)
- *"Somewhere Only We Know"* Artist: Keane
- *"Brave"* Artist: Sara Bareilles
- *"I'll Stand by You"* Artist: The Pretenders
- *"A Place in the Sun"* Artist: Stevie Wonder (Amistad Law: N.J.S.A. 18A 52:16A-88)

WRITING

R.A.C.E.C.E. Open-Ended-Response Writing Strategy: Review/scaffold for 6th Grade

Argument Writing Focus

- Introduction with Thesis Statement
- Claim
- Counterclaim
- Closing Paragraph

Argumentative Essay:

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 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.

Task: TG p.228-233 (3 days)

Prompt: Do electronic devices and online access really improve our lives?

- **Assignment:** Write a brief argument, in the form of an editorial, in which you state and support your position on this question: Do electronic devices and online access really improve our lives? Draw evidence from the texts in this section to support your ideas. *(Can be used as a brief writing lesson to introduce Technology Unit)*

Narrative Writing Task:

You have read excerpts of "The Secret Garden" – write a letter from the perspective of Mary about how she feels about Colin and his behavior. Make sure to use details from the text to support Mary's opinion on him.

Literary Analysis Task

- **Compare/Contrast Essay**-You have read the poem "The Child's Faith is New", and the novel *The Secret Garden*. Write an essay that identifies a similar theme in each text and compares and contrasts the approaches each text uses to develop this theme. Be sure to support your response with evidence from **both** texts.

Informative/Explanatory Writing Task (LITERARY ANALYSIS TASK Samples)

- How do the main characters in the non-fictional excerpts from "Michaela De Prince: The War Orphan Who Became a Ballerina" by William Kremer and from "Bad Boy" by Walter Dean Meyers confront and overcome challenges during their childhood? How do they triumph? Write an explanatory essay that explains their challenges and triumphs.

D. Review the key ideas expressed and demonstrate an 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.

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

Informative/ Explanatory Writing (Research Simulation Task/ Literary Analysis)

- SEE NJSLA PRACTICE TESTS FOR SAMPLES <https://nj.mypearsonsupport.com/practice-tests/english/>

****This serves as great experience for cold reads.**

Performance Task: TG p.268-271

Argument Writing Task

- Write a brief argument, in the form of an editorial, in which you state and support your position on this question: Do electronic devices and online access really improve our lives? Draw evidence from the texts in this section to support your ideas. *(Can be used as a brief writing lesson to close out Technology Unit)*

Narrative Writing Task

- Write a journal entry from the perspective of Katherine Johnson, Mary Jackson or Dorothy Vaughn in which she describes her feelings about beginning her employment at Langley. Make sure to include details about the character’s experiences in the letter. Use details from the novel “Hidden Figures” to assist you in your letter.

Anchor Novel

“Hidden Figures” by Margot Lee Shetterly

**Social and Emotional Learning:
Competencies**



Second Step Unit Plans

- Self Awareness
- Self Management

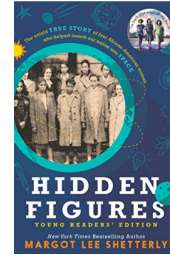
**Social and Emotional Learning:
Sub-Competencies**



Social Awareness

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

- Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings



Essential Question/s:

- How is modern technology helpful and harmful to society?
- What effect does having constant access to mobile devices have on us?
- What drives people to explore?

Activity Description:

Whole-Class Learning

- Read and determine authors' points of view and evaluate ideas expressed in both literary works and nonfiction texts. **RL.6.6, RI.6.6**
- Expand Knowledge and use of academic and concept vocabulary. **RL.6.4, RI.6.4**
- Write an argument to support a claim with clear reasons and relevant evidence. **W.6.1**
- Conduct research projects of various lengths to explore a topic and clarify meaning. **W.6.7**

Small-Group Learning

- Read and determine authors' points of view and evaluate ideas expressed in both literary works and nonfiction texts. **RL.6.6, RI.6.6**
- Expand Knowledge and use of academic and concept vocabulary. **RL.6.4, RI.6.4**

- Write an argument to support a claim with clear reasons and relevant evidence. **W.6.1**
- Conduct research projects of various lengths to explore a topic and clarify meaning. **W.6.7**
- Use words, phrases, and clauses to clarify the relationships among claims and reasons. **L.6.1**
- Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. **SL.6.1**
- Integrate audio, visuals, and text in presentations. **SL.6.5**

Small Group Learning

- “The Fun They Had” by Isaac Asimov
- “Is our Gain Also Our Loss?” by Cailin Loesch
- “Bored...and Brilliant? A Challenge to Disconnect From Your Phone” NPR
- “Mission TwinPossible” Time For Kids (Unit 5)
- from “Tales From the Odyssey” by Mary Pope Osborne (Unit 5)
- “To The Top of Everest” by Samantha Larson (Unit 5)
- from “Lewis & Clark” by Nick Bertozzi (Unit 5)

Conventions:

- compound words, appositives, and appositive phrases, independent and dependent clauses, adjectives, & adverbs, gerund phrase, subject complement

Interdisciplinary Connections:

Science: Research the NASA website about eclipses and answer these questions:(TG pg. 198)

- What are the two kinds of eclipses and what happens during each?
- How frequently do eclipses occur?
- How big a temperature drop is there when a solar eclipse occurs?

		<p><u>WRITING</u></p> <p><u>Argumentative Writing Task:</u></p> <ul style="list-style-type: none"> • Write an Argumentative Essay in which you compare and contrast the two blog posts, “Teens and Technology Share a Future” and “The Black Hole of Technology” and decide which one is more convincing (TG pg. 202). • Write a brief Argument, in the form of an editorial, in which you state and support your position on this question: Do electronic devices and online access really improve our lives? (TG pg.228-233) <ul style="list-style-type: none"> • Can anyone be an explorer? (Unit 5, T.E. pgs. 434-439) Include examples and details from “Mission TwinPossible” Time For Kids, “Tales From the Odyssey” by Mary Pope Osborne, “To The Top of Everest” by Samantha Larson, from “Lewis & Clark” by Nick Bertozzi (Unit 5) • Do we rely on technology too much? (TG pg. 268)
<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, 		<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

<p>characters, setting, central idea, point of view, structure, and vocabulary in context.</p> <ul style="list-style-type: none"> • Checking for understanding activities during and after reading (Exit Slips, 321 strategies, 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 	<ul style="list-style-type: none"> • Peer/Self Evaluation • Cumulative Reflection/Growth Mindset • State Assessments • Benchmark Assessments • End of Unit/ Chapter Tests • Final Projects • Video Presentations
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**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 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 	<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 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"> • Anchor Text plus two additional texts. • Create and deliver a TedTalk • Assign above-level IXL Skill Plans • 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, and poetry

<ul style="list-style-type: none">● 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 Cisneros(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) ● 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 ● My Perspectives Anthology Unit 3● “Hidden Figures” by			
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<ul style="list-style-type: none">• Margot Lee Shetterly “Feathered Friend” by Arthur C. Clarke• “Teens and Technology Share a Future” by Stefen Etienne• “The Black Hole of Technology” by Leena Khan• “The Internet of Things” IBM Social Media• “The Fun They Had” by Isaac Asimov• “Is Our Gain Also Our Loss?” by Cailin Loesch• “Bored...and Brilliant? A Challenge to Disconnect From Your Phone” NPR• 7-Year-Old Girl Gets New Hand from 3-D Printer” by John Rogers• “Screen Time Can Mess With The Body’s Clock” by Andrew Bridges• “All Watched over by Machines of Loving Grace” by Richard Brautigan• Sonnet, without Salmon” by Sherman Alexie			
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- “TeenResearchers Defend Media Multitasking” by Sumathi Reddy
- Unit 5 Small Group Learning
 - “Mission Twinpossible”
 - from “Tales From The Odyssey”
 - To the Top of Everest
 - from “Lewis & Clark”
- “Hidden Figures” by Margot Lee Shetterly
- Digital and Print version of the text
- Leveled Readers
- Online Simulations
- Teacher Editions
- Student Editions

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

Other:

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

New Jersey Legislative Statutes and Administrative Code Resources

- **Brown Girl Dreaming by Jacqueline Woodson**
 - Interpret sometimes” or “Uncle Robert” through artistic expression. Create a drawing, collage, or graphic design that represents the idea that the author is trying to convey in the poem “Brown Girl Dreaming.”
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- **G&T *Rewrite a Personal Narrative from Jaqueline Woodson’s perspective* G&T**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- **The United States Holocaust Memorial Museum: “Hidden Children”**
 - Research the effects the Holocaust had on surviving children. Create a slideshow presentation, and write an expository/Explanatory Essay describing the effects the Holocaust had on children.
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- **Sounds of Silence by Simon and Garfunkel**
 - Students will listen to and discuss the Simon and Garfunkel song to spark a discussion about the effects of being silent in the face of human suffering. Students should reflect with partners and analyze the song lyrics to interpret the meaning and their connection to the text.
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - “Eleven” by Sandra Cisneros
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - “Raymond’s Run” by Toni Cade Bambara
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
 - “The Boy Nobody Knew” by Faith Ringgold
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88) & Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - “Oranges” by Gary Soto
 - **Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **Social Studies**

- Gender roles and expectations vary from country to country. In some cultures, dancing is very important among men, and male dancing is the norm. Research such a culture and report their findings. Ex: Native American groups, the Wodaabe of Nigeria and Cameroon, Celts in Ireland, and men in the southwestern Indian state of Kerala, who dance Kathakali. Why is dance considered a masculine sport in some cultures and less so in others?
- **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **Judaism and Climate Change (from Yale Climate Connections)**
 - **(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 ● “The Secret Garden” ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Edition 	<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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <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	
	<i>Core Ideas:</i>	<ul style="list-style-type: none">● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking● 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.● Digital technology and data can be leveraged by communities to address the effects of climate change.● 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

		<p>distortion, exaggeration, or misrepresentation.</p> <ul style="list-style-type: none">● 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.● The mode of information can convey a message to consumers or an audience.● Sources of information are evaluated for accuracy and relevance when considering the use of information.● There are ethical and unethical uses of information and media.● There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.● Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.● Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
	<i>Performance Expectation/s:</i>	<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).● 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.

		<ul style="list-style-type: none">• 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 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.	

	<ul style="list-style-type: none"> ● ● 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
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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>