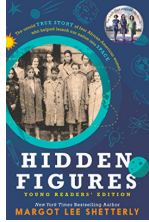


[Grade 6 New Jersey State Learning Standards](#)

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

Trimester	Unit Title	Recommended Instructional Days
2	Unit 3 “Modern Technology”	45 Days

<p align="center"><b>Grade</b> NJSLS - ELA</p>	<p align="center"><b>Core Ideas and Practices</b> Interdisciplinary Standards</p>
<p align="center"><b>Language Domain</b></p>	<p align="center"><b>Anchor Novel</b> “Hidden Figures” by Margot Lee Shetterly</p>  <p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• How is modern technology helpful and harmful to society?</li> <li>• What effect does having constant access to mobile devices have on us?</li> </ul>
<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	

- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- 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.
  - 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).

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).

- What drives people to explore?
- How did the accomplishments of Katherine Johnson, Dorothy Vaughan, and Mary Jackson pave the way for future generations of women and minorities in the fields of science, technology, engineering, and mathematics (STEM)?
- Who were the "hidden figures" in history, and what were their contributions to science and space exploration?
- What is the R.A.C.E.C.E.S. Writing Strategy?

**Activity Description:**  
**Whole-Class Learning**

- Read and determine authors' points of view/perspective and evaluate ideas expressed in both literary works and nonfiction texts. **RL.PP.6.5, RI.PP.6.5.**
- Expand Knowledge and use of academic and concept vocabulary. **L.KL.6.2.**
- Write an argument to support a claim with clear reasons and relevant evidence. **W.AW.6.1.**
- Conduct research projects of various lengths to explore a topic and clarify meaning. **W.WR.6.5.**
- Use words, phrases, and clauses to clarify the relationships among claims and reasons. **L.KL.6.2.**
- Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. **W.WP.6.4.**
- Integrate audio, visuals, and text in presentations. **SL.UM.6.5.**
- Answer several Open Ended Responses (OERs) using the R.A.C.E.C.E.S Writing Strategy.

**Small-Group Learning**

**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.

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. 🌱

- Read and determine authors’ points of view and evaluate ideas expressed in both literary works and nonfiction texts. **RL.PP.6.5, RI.PP.6.5.**
- Expand Knowledge and use of academic and concept vocabulary. **L.KL.6.2.**
- Write an argument to support a claim with clear reasons and relevant evidence. **W.AW.6.1.**
- Conduct research projects of various lengths to explore a topic and clarify meaning. **W.WR.6.5.**
- Use words, phrases, and clauses to clarify the relationships among claims and reasons. **L.KL.6.2.**
- Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. **W.WP.6.4.**
- Integrate audio, visuals, and text in presentations. **SL.UM.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)

**Independent Learning:**

- “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  
**(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

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.

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.

### **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?

**Social Studies:** The internet has grown substantially since the 1990s. Its development began much earlier than that. Research and write a report on the history of the internet (TG pg. 206).

**Science:** Point out that IBM, the company that produced the video, helped popularize the personal computer. Create a timeline from the 1970s to the present to show the evolution of the personal computer. (TG pg. 225)

**Humanities:** Conduct research into e-books and make lists of the pros and cons of both e-books and paper books. Debate: Is the growing popularity of e-books good or bad for society? (TGpg. 242)

**Art-**Rembrandt Van Rijn ART ([meetthemasters.com](http://meetthemasters.com))

### **Poems aligned with text:**

- "If "by Rudyard Kipling
- "See It Through" by Edgar Albert Guest The Stick
- "Together Families" by Edgar Albert Guest
- "The Hill We Climb" by Amanda Gorman

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.

#### Seasonal Poetry:

- “I Found A Four Leaf Clover” by Jack Prelutsky
- “Spring” by Edna St. Vincent Millay

#### Music Selections:

- “Imagine”-John Lennon
- “Stand By Me”-Ben E.King (Amistad Law)
- “Feed The World”- BandAid
- “Bridge Over Troubled Water”- Simon and Garfunkel
- “The Technology Song” -Alexa
- “Harder, Better, Faster, Stronger” Daft Punk

### WRITING

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

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

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

#### Narrative Task: TG p. 352-357

##### Prompt:

- You have read part of the novel The Phantom Tollbooth– write an original story in which Milo travels to a land of your choice. Make sure to use the original characters in your story and include dialogue. Use your knowledge of Milo to make the story unique and creative.

- 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 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.

**Argumentative Writing Task:**

- 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)
    - 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)

**Additional Supplementary Writing:**  
**“Hidden Figures”**

- Dorothy, Mary, Katherine, and Christine face many struggles. In your opinion, what were the **three hardest struggles** that the four women faced? Write an expository/Explanatory essay using the correct form and style
- Write a scene with dialogue in which Margie describes finding the old book to one of her friends. (TG pg.247)

- “Hidden Figures,” tells a story that spans three decades, during which

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 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.

there's a world war and multiple social and scientific movements that affect thousands of Langley employees. What techniques does Shetterly use to make that story feel cohesive? Write an Expository/Explanatory Essay detailing the techniques.

- "Hidden Figures" emphasizes the power of friendship and collaboration among the characters. Choose two or more individuals from the book and create a narrative that explores the development of their friendship. Describe the moments of camaraderie, shared experiences, and the support they provided each other through difficult times. How did their bond contribute to their professional success and personal growth?
- In "Hidden Figures," several individuals played significant roles behind the scenes, making vital contributions to the space program's success. Choose one of these unsung heroes and craft a narrative that delves into their personal experiences, struggles, and triumphs. Highlight the importance of their work and the impact it had on the larger mission to explore space. How did their dedication and perseverance change the course of history?
- Choose who you would like to write about.

What makes this person a "Hidden Figure?" Use details from the story to explain how this person helped space travel become a reality. Write an Explanatory Essay using the correct format as well as incorporating evidence.

- Katherine Gable Johnson
- Mary Winston Jackson
- Dorothy Vaughan
- Margot Lee Shetterly
- President Obama awarded Katherine Johnson the Presidential Medal of Freedom on November 24, 2015. Why did Katherine Johnson win the Presidential Medal of Freedom? Use what you have learned about Katherine Johnson and explain why Katherine Johnson was selected for this award.

- 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. 🌱

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.

- World War II influenced and shaped the four women in *Hidden Figures*. Analyze how this moment in history affected the women and their ability or inability to contribute to society.

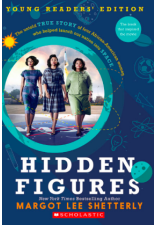
**Enrichment Activity** My Perspectives T.E. pg. 447 Challenge Activity

<p><b>Social and Emotional Learning: Competencies</b></p>	<p><b>Social and Emotional Learning: Sub-Competencies</b></p>	
 <p>GRADE 6 Social &amp; Emotional Learning</p> <p>Self-Awareness Self-Management Social Awareness Responsible Decision-Making Relationship Skills</p> <p><b>Second Step Unit Plans</b></p> <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Self Management</li> <li>• Social Awareness</li> <li>• <b>Responsible Decision-Making</b></li> <li>• Relationship Skills</li> </ul>	 <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one's actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments</li> <li>• Pre-Writing/Pre-Assessments</li> <li>• Quizzes</li> <li>• Entrance/Exit Tickets</li> <li>• Daily/Weekly Student Reflections</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Assessments of comprehension and standards taught</li> <li>• District Assessments</li> <li>• Interim Assessments</li> </ul> <p><b>Summative Assessments:</b></p>	

- 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

- Assessments of comprehension and standards taught
- District Assessments
- Interim Assessments
- 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"> <li>• My Perspectives Anthology Unit 3</li> <li>• “Hidden Figures” by Margot Lee Shetterly</li> </ul>  <ul style="list-style-type: none"> <li>• “Feathered Friend” by</li> </ul>	<ul style="list-style-type: none"> <li>• Modified Version of Texts</li> <li>• Audio of Text</li> <li>• Large Font Text</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of materials</li> <li>• Provide options for perception</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish language version of the text (when available)</li> <li>• Converse in Native Language.</li> <li>• ESL Basics</li> <li>• Cultivate Relationships and be culturally responsive.</li> <li>• Topic choice</li> <li>• Reflection activities</li> <li>• Various assessment strategies</li> <li>• Pair work</li> <li>• Online Thesaurus</li> <li>• Extra Support Readers</li> <li>• Tiered Content/Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Above level IXL</li> <li>• Above level “Choice” text</li> <li>• Anchor Text plus two additional texts.</li> <li>• Group and individual presentations</li> <li>• Assign independent projects.</li> <li>• Speak to Student Interests</li> <li>• Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of rigorous material, blogs, and poetry.</li> </ul>

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

Other:

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

**New Jersey Legislative Statutes and Administrative Code Resources**

- **Social Studies**
  - "Digital Technology Offers New Ways to Teach Lessons From the Holocaust." (pbs.org) (theconversation.com)
  - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- "Harlem" by Langston Hughes (poetry foundation.org)
  - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- "Sonnet without Salmon" by Sherman Alexie **Diversity & Inclusion: N.J.S.A. 18A:35-4.36**

**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"> <li>● My Perspectives Anthology</li> <li>● "Hidden Figures" by Margot Lee Shetterly</li> <li>● Learning Contracts</li> <li>● Centers/Stations</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Support Readers</li> <li>● Provide options for comprehension</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>● Four Corners Activity, Sentence Stems, Anchor Chart for Vocabulary &amp; Text Structure</li> <li>● Converse in Native Language.</li> <li>● ESL Basics</li> <li>● Cultivate Relationships and be culturally responsive.</li> <li>● Topic choice</li> <li>● Reflection activities</li> <li>● Various assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Savvas Challenges</li> <li>● Novel/Book of Choice</li> <li>● Write a research paper describing connections between two texts by the same author.</li> <li>● Leadership Roles</li> <li>● Assign independent projects.</li> <li>● Speak to Student Interests</li> <li>● Plan for differentiation.</li> <li>● Consider pre-assessments,</li> </ul>

<ul style="list-style-type: none"> <li>● Interactive Journals</li> <li>● Leveled Readers</li> <li>● Online Simulations</li> <li>● Teacher Editions</li> <li>● Student Editions</li> </ul>	<ul style="list-style-type: none"> <li>● Provide options for perception</li> <li>● Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>● Pair work</li> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> </ul>	<p>extension activities, and compacting the curriculum.</p> <ul style="list-style-type: none"> <li>● Tiered Content/Activities</li> <li>● Provide a variety of above-level material.</li> </ul>
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<p>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</p>	<p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>● Financial Health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking</li> <li>● Multiple solutions often exist to solve a problem</li> <li>● An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</li> <li>● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.</li> <li>● There are tradeoffs between allowing information to be public and keeping information private and secure.</li> <li>● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can</li> </ul>

		<p>protect online reputations.</p> <ul style="list-style-type: none"><li>• Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.</li><li>• Digital technology and data can be leveraged by communities to address effects of climate change.</li><li>• Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</li><li>• Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</li><li>• 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.</li><li>• The mode of information can convey a message to consumers or an audience.</li><li>• Sources of information are evaluated for accuracy and relevance when considering the use of information.</li><li>• There are ethical and unethical uses of information and media.</li><li>• There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</li><li>• 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.</li><li>• Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</li></ul>
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"><li>• 9.4.8.CI.1: Assess data gathered from 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).</li><li>• 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</li></ul>

		<p>predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p> <ul style="list-style-type: none"><li>● 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.</li><li>● • 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li><li>● 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</li><li>● • 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</li><li>● 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</li><li>● 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).</li><li>● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</li><li>● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information</li><li>● 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).</li><li>● 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</li><li>● 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).</li><li>● 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).</li><li>● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</li><li>● 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based</li></ul>
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