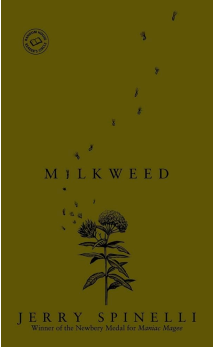


Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: 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
1 Sept. 4, 2024 -Dec. 6, 2024	Unit 1: Generations & Unit 3: Turning Points (<i>A Christmas Carol: Scrooge and Marley</i> ~Act I) & Part of Act II (time permitting)	60 Days

Grade 7 NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
Language Domain	<p data-bbox="1161 863 1545 889">Novel: <i>Milkweed</i> by Jerry Spinelli</p>  <p data-bbox="1161 1252 1692 1284">MyPerspectives Unit 1: Generations</p> <p data-bbox="1161 1321 1419 1347">Essential Question/s:</p> <ul data-bbox="1213 1357 1976 1446" style="list-style-type: none"> • What can one generation learn from one another? • What unexpected event shows how a person can influence someone from another generation?
<p data-bbox="191 924 1100 997">L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p data-bbox="285 1029 1073 1102">A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p data-bbox="285 1135 1079 1208">D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p> <p data-bbox="285 1240 711 1266">E. Recognize spelling conventions.</p>	

L.KL.7.2. 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 selecting a word or phrase important to comprehension or expression.**
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.**
- 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.

- What new knowledge or skills can you learn from someone of a different generation?
- In what situations can one generation learn from another?

Whole-Class Learning

Instructional Resource (Launch Text):“Grounded” pgs. 6-9

Activity Description:

Activate Prior Knowledge and Experiences:

1. Ask students to discuss the term generation. What do certain generations have in common and what is different?
2. **Have students copy the definition of nonfiction narrative as explained on pg. 6.**

Academic Concept and Vocabulary:

- **Word Network:** Students add new words to their Word Network as they read texts in the unit.
- **Read and Annotate - (Model)**
- **Summary** - Students write a summary of the Launch Text.
- **Launch Activity** - Students participate in an activity related to the unit theme.
- **QuickWrite** - Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?

Instructional Resource: Anchor Text: “A Simple Act” by Tyler Jackson pgs. 32-41

Activity Description:

Activate Prior Knowledge and Experiences:

1. Ask students to talk about chance encounters with people and how those encounters sometimes lead to important, lasting friendships.

- 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.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.**
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Reading Domain

Reading Literature

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a **literary** text says explicitly as well as inferences drawn from the text.

2. Ask students how they met their closest friends and how their friends have influenced their lives.

-MAKING MEANING-

- **Concept Vocabulary words:** *connects, encouraged, influence, bond*
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence.
- **Analyze Craft and Structure: Narrative Point of View-** Students complete activities finding examples of first- person point of view. **(Use Question #2 as RACE strategy on page 39. Focus on having students turn “Do you think?” style questions into third person. Do not have students answer with “I think”. Focus on answering two questions in one RACE response. Use the chart for #1 as a quick outline.)**
- **Assign Assessment on SAVVAS Platform**

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: *connects, encouraged, influence, bond*
- **Word Study: Multiple-** Meaning Words Concept Vocabulary and Word Study
- **Conventions: Adverbs-** Students identify adverbs in sentences.

Instructional Resource: “An Invisible Thread” by Laura Schroff and Alex Tresniowski pgs. 42-49

Activity Description:

Activate Prior Knowledge and Experiences

1. Ask students to think about their circle of friends and if any of them met in an unusual way.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is **conveyed through particular details; provide a summary** of the text **distinct from personal opinions or judgments.**

Reading Informational

RI.CR.7.1. Cite several pieces of 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.7.2. Determine a central idea in an informational text and explain how it is **conveyed through particular details; provide a summary** of the text **distinct from personal opinions or judgments.**

RI.IT.7.3. Analyze **how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).**

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, **including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.**

RI.PP.7.5. Determine how an author **conveys or develops perspective** or purpose in a text through distinguishing their position from that of others using evidence.

-MAKING MEANING-

- **Concept Vocabulary:** resilience, perseverance, generosity
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence.
- **Analyze Craft and Structure: Narrative Point of View-** Students complete activities finding examples of first- person point of view. **(Use Question #3 as RACECE strategy on page 47. Focus on having students turn “Do you think?” style questions into third person. Do not have students answer with “I think”. Focus on answering two questions in one RACECE response.**

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: resilience, perseverance, generosity
- **Word Study:** Latin Suffix: -ity- Students complete activities relating to the Latin Suffix -ity.
- **Conventions:** Adjectives Students identify coordinate and cumulative adjectives.

EFFECTIVE EXPRESSION

- **Writing to Compare** Students will write an explanatory essay analyzing the way the two authors Schroff and Jackson present information about the same topic. **(See Chart on Pg.84 & 85 for reference on how to brainstorming and outlining~Review Block Method, Point-by-Point Method, and Using Transitions. This will make for an easy transition when you get to this RACECE (See Assessment Section)**

Small-Group Learning

Activity Description:

RI.MF.7.6. Compare and contrast **texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.**

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing Domain

W.AW.7.1. 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.**

W.IW.7.2. 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.

Instructional Resource: “Tutors Teach Seniors New High-Tech Tricks” by Jennifer Ludden pgs. 62-69

Activate Prior Knowledge and Experiences:

Ask students to think about and discuss situations where they had to help their elders work something electronic like helping grandparents get to their email or hook up something to their TVs.

-MAKING MEANING-

- **Concept Vocabulary:** struggling; impairments; frustrated
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence Use Pg. 67 #3 as a Quickwrite to prepare students for the Maya Angelou texts.
- **Analyze Craft & Structure:Development of Central Ideas-** Students will analyze the development of central ideas in the article by responding to #2 on Pg. 67

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: **struggling; impairments; frustrated**
- **Word Study: Suffix: -ment (RP)**
- **Conventions:** Conjunctions Students identify conjunctions in sentences.

Instructional Resource: “...from Mom & Me & Mom” by Maya Angelou pgs. 70-79

Activity Description:

Activate Prior Knowledge and Experiences:

1. Ask students to think about situations where they’ve had one opinion of a person which was challenged by someone else’s opinion of that person.

- A. Introduce a topic clearly, previewing what is to follow; 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 create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style 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 the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.NW.7.3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

-MAKING MEANING-

- **Concept Vocabulary:** supervision, charitable, philanthropist
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence. **(Just complete Question 1 Pg. 77.)**
- **Analyze Craft & Structure:** Narrative Nonfiction: Characterization- Students will analyze direct and indirect characterization in the reading along with the Author's Point of View.
- **Assign Assessment on SAVVAS Platform**

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: **supervision, charitable, philanthropist**
- Word Study: **Latin Prefix: super- (RP)**
- **Conventions:** Independent and Dependent Clauses- Students identify independent and dependent clauses.

Instructional Resource: “Learning to Love My Mother” by Maya Angelou with Michael Maher pgs. 80-83

Activity Description:

Activate Prior Knowledge and Experiences:

1. Ask students to think about situations where forgiving themselves or someone else helped them to build stronger connections with others.

-MAKING MEANING-

- **Media Vocabulary-** set, questions, tone
- **First Review-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Closer Review:** Supporting Claims

- 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 capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 🌱

- **Analyze the Tone:** Determine the meaning of words and phrases as they are used in a text including dialogue.
- **Assessment on SAVVAS Platform**

-LANGUAGE DEVELOPMENT-

- **Media Vocabulary:** Students complete activities related to the Concept Vocabulary words: *set, questions, tone*

Writing to Compare Essay: Analyze the similarities in the way each medium portrays the relationship between Maya Angelou and her relationship with her mother.

Weekly NJSLA Text- see separate document for suggested texts for each marking period. Texts will be used from CommonLit, AchievetheCore, ReadWriteThink, New Meridian, NJ Digital Library, etc.

Instructional Resource: “Mother to Son” by Langston Hughes and “To James” by Frank Horne pgs. 94-103

Activity Description:

Activate Prior Knowledge and Experiences:

1. Ask students to think about the life lessons and experiences that their parents/guardians have passed down to them over the course of their young lives,

-MAKING MEANING-

- **Concept Vocabulary:** flung, catapulted, lurched
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze Craft & Structure:** Figurative Language: Symbolism-Students analyze figurative language in the poems. Have students respond to the following question: **How is symbolism used in the poem and what impression of life does the symbol create? Use text evidence to**

W.RW.7.7. 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.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

support your answer for each symbol identified. (Pg. 101 Practice Chart)

- **Author's Style:** Rhythm and Repetitions: Students identify examples of repetition.
- **Assign Assessment on SAVVAS Platform**

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: *flung, catapulted, lurched*
- Word Study: **Connotations and Denotations**

MyPerspectives Unit 3: Turning Points

Essential Question/s:

- What can cause a sudden change in someone's life?
- How does Scrooge's character transform over the course of the play?
- How are the turning points in the selections similar to and different from each other?
- *Climate Change:* How can climate change cause significant changes to the world? How would this affect someone's life?

Instructional Resource: *A Christmas Carol: Scrooge and Marley, Act I* Israel Horovitz pgs. 234-263

Activity Description:

Activate Prior Knowledge and Experiences:

1. First-Read-What kind of things make people change and why?
2. Close-Read- Why did the playwright choose this for the title of the play? What does the title suggest about the playwright's intention for writing the play?

- MAKING MEANING-

- **Concept Vocabulary:** covetous; morose; resolute; impossible; malcontent; miser

<p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 🌱</p> <p>SL.ES.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<ul style="list-style-type: none"> ● First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time. ● Comprehension Check- Students complete comprehension questions. ● Close Read the Text- Students will review the Close Read Model and complete the close read sections in the selection. ● Analyze the Text- Students will respond to questions about the text, citing textual evidence. (RACE Strategy: Which life experience has impacted Scrooge to become the man he now is the most? Use textual evidence to support your answer.) ● Analyze Craft & Structure: Text Structure: Dialogue in Drama: Students will identify examples of dialogue. ● Analyze Craft & Structure: Text Structure: External and Internal Conflict (Pg. 197 Activity). ● Analyze the Tone: Determine the meaning of words and phrases as they are used in a text including dialogue. ● Author’s Style: Identifying elements to enhance the narrative and immerse the reader in the story. <p>-LANGUAGE DEVELOPMENT-</p> <ul style="list-style-type: none"> ● Concept Vocabulary: covetous; morose; resolute; impossible; malcontent; miser ● Word Study: Latin Prefix: mal- ● Conventions: Subject-Verb Agreement: Students identify examples of subject-verb agreement in sentences. <p>Interdisciplinary Connections: Content;;</p> <ul style="list-style-type: none"> ● Social Studies: Review paragraphs 49–51 and have students research the institutions Scrooge talks about in this scene (the Union workhouses; the Treadmill; the Poor Law) and write short reports on these topics. What were these institutions? Why were they created? What were they like for the people affected by them? What finally happened to these institutions? Guide the class to discuss how this information affects their understanding of both the scene and Scrooge’s character ● Social Studies: Have students research and write short reports on Victorian England. They should include information about the social structure of the society, the economy, and the industrialization that was
<p>Social and Emotional Learning:</p> <p><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p><i>Sub-Competencies</i></p>	
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p><u>Self-Awareness -</u></p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges 	

	<p><u>Self-Management-</u></p> <ul style="list-style-type: none">• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals. <p><u>Social Awareness-</u></p> <ul style="list-style-type: none">• 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 <p><u>Relationship Skills-</u></p> <ul style="list-style-type: none">• Establish and maintain healthy relationships• Utilize positive communication and social skills to interact effectively with others• Identify ways to resist inappropriate social pressure• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways• Identify who, when, where, or how to seek help for oneself or others when needed.	<p>taking place during this time. Have students share their information with the class, and encourage students to notice how these elements are reflected in the play.</p> <p><u>Instructional Resource:</u> <i>A Christmas Carol: Scrooge and Marley, Act II</i> Israel Horovitz pgs. 264-297 *(TIME PERMITTING~can be started and finished in Trimester 2)</p> <p><u>Activity Description:</u></p> <p>Activate Prior Knowledge and Experiences:</p> <ol style="list-style-type: none">1. First-Read: Is revisiting the past helpful or not?2. Close-Read: Why do you think the author ended Act I and started Act II the way that he did? <p>-MAKING MEANING-</p> <ul style="list-style-type: none">• First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time.• Comprehension Check- Students complete comprehension questions.• Close Read the Text- Students will review the Close Read Model and complete the close read sections in the selection.• Analyze the Text- Students will respond to questions about the text, citing textual evidence. (Focus on Question #2 and utilize this for a whole-class discussion).• Analyze Craft & Structure: Text Structure: Stage Directions- Students will identify key details that are important to the stage directions. <p>-LANGUAGE DEVELOPMENT-</p> <ul style="list-style-type: none">• Academic and Concept Vocabulary: parallel; altered; strive; dispelled; earnest; infinitely• Word Study: Greek Prefix: para- Students complete activities related to the Greek Prefix para• Conventions: Sentence Structures- Students identify examples of sentence structure. <p>Interdisciplinary Connections:</p>
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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.

- **Social Studies:** Victorian society was made up of several social and economic classes. Have students research these different classes and write short reports on this aspect of Victorian society. Where does Scrooge fit in? Where does Bob Cratchit fit in? How does the play reflect this society?
- **Social Studies:** Review paragraph 38. Explain to students that in Victorian times, families such as the Cratchits had a large copper vat that was used to heat water for cooking, washing, and laundry. Mrs. Cratchit is now using the vat to cook the Christmas pudding, which is steaming in the vat on a small stove. The vat has a spout, and when the steam comes out it makes a whistling sound, like singing. So the pudding "singing in the copper" means it's steaming in the copper vat.
- **Music:** Play a recording of "Blue Suede Shoes," either Carl Perkins's or Elvis Presley's version. Explain that both recordings were enormous hits that helped popularize rock and roll. Discuss with students the power of pop music to set trends and turn listeners into consumers. Ask students to discuss in their groups examples of recent or past hit recordings whose lyrics have inspired them to want something or to buy certain products. Then ask them to share whether they or someone they know has ever gone to unusual lengths to acquire something they heard about in a hit recording. Finally, have students talk about how their discussion affects their views about Roger in "Thank You, M'am."

Instructional Resource: from *Scrooge* Directed by Henry Edwards pgs. 298-301

Activity Description:

Activate Prior Knowledge and Experiences:

- First-Watch- How might seeing a movie be different than reading the story?

-MAKING MEANING-

- **First Review:** Students Watch, Note, Connect, Respond as they review the media the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Review-** Students will watch the excerpt again and record any new observations.

		<ul style="list-style-type: none">● Analyze the Media- Students will respond to questions about the excerpt, citing evidence. <p>-LANGUAGE DEVELOPMENT-</p> <ul style="list-style-type: none">● Media Vocabulary- screenplay; director; performance; editing● Students complete activities related to the Vocabulary words <p>-EFFECTIVE EXPRESSION-</p> <p>Writing to Compare: Only use RACECE for this prompt- Students write a RACECE response comparing the two versions of Charles Dickens’ famous novel. Students will compare design techniques used in each medium. Students will choose only one technique: Characters, Setting, or Mood. Use Point by Point Method of Comparison on page 303.</p> <p>Performance Task (See Assessment Section)</p> <p><u>Instructional Resource Novel: “Milkweed” by Jerry Spinelli</u></p> <p><u>Activity Description:</u></p> <p>Activate Prior Knowledge and Experiences:</p> <ul style="list-style-type: none">● Webquest on Ghettos during the Holocaust (On Schoology Group) <p>Academic and Concept Vocabulary: (vocabulary.com) Milkweed: Vocabulary.com</p> <p>Conventions: Unit 1 Review:</p> <p>Nouns and Pronouns - Students mark instances of common, proper, and possessive nouns Conventions: Nouns and Pronouns Conventions: Nouns and Pronouns (RP)</p> <p>Adverbs - Students identify adverbs in sentences.</p> <p>Adjectives - Students identify coordinate and cumulative adjectives.</p> <p>Read and Annotate: Pre-reading Jigsaw Activity:</p>
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Divide the class into groups and ask them to use the Jewish Virtual Library (Jewish Virtual Library www.us-israel.org/jsource/Holocaust/polandtoc.html) to find information about the following topics: ghettos in Poland, Himmler on the treatment of ethnic groups and Jews, identifying marks for Jews in Poland, Jewish self-help in Warsaw, and the Warsaw Ghetto. Have groups identify the five most important facts about their assigned topics and share with the class. **Paper Clips Lesson on Jewish Virtual Library**

Identified Themes:

- Survival
- Identity
- Fear
- Family
- Friendship
- Memories

Thematic Connections & Questions For Group Discussion:

- **Survival**—Uri advises Misha and the other homeless boys that an important survival skill is to remain invisible. How does Misha have a difficult time remaining invisible? What other survival skills do the boys employ? What does Misha teach the Milgroms about survival? What is the greatest threat to the survival of the Jews in the ghetto?
- **Identity**—Discuss what Misha Pilsudski means when he says, “Thanks to Uri, in a cellar beneath a barbershop somewhere in Warsaw, Poland, in autumn of the year 1939, I was born, you might say.” (p. 31) How does the made-up story of his life become so important to him? How does Misha’s identity change throughout the novel? What gives him a true identity at the end of the novel? Discuss Uncle Shepsel’s efforts to give up his identity as a Jew. How is this related to survival?

- **Fear**—Uri is described as “fearless on the streets.” (p. 80) What does Uri teach Misha about fear? Janina has led a privileged life and doesn’t deal with fear until her family is moved to the ghetto. Discuss how Misha helps her cope with her new life. How does fear eventually kill Mrs. Milgrom? At what point in the novel does Misha display the most fear? How does he deal with it?
- **Family**—Ask students to discuss how Misha’s relationship with the Milgrom family changes throughout the novel. At what point does Mr. Milgrom invite him to become a part of the family? Why are Uncle Shepsel and Mrs. Milgrom so reluctant to accept Misha as family? Ask students to discuss how Misha’s desire for family comes full circle by the end of the novel.
- **Friendship**—Brainstorm the qualities of true friendship. Discuss the friendship that develops between Misha and Janina. Engage the class in a discussion about why Misha is such a good friend to the orphans. Why does Dr. Korczak, the head of the orphanage, call Misha a “foolish good-hearted boy”? (p. 65)
- **Memories**—When Misha comes to the United States, he shares his memories of his life in Poland on the street corner. He says that “running” is his first memory. (p. 1) What might he say is his last memory? Misha won’t share Janina with his family, but he pays tribute to her memory by naming his granddaughter for her. Discuss why he wants to keep that memory to himself. Discuss the symbolism of the milkweed. How does planting milkweed at the end of his yard preserve his memories of Poland?

Interdisciplinary Connections:

- Creative writing piece in the style of historical fiction (research may necessary) **(SS & TECH)**
- Compose a Compare and Contrast essay (two texts, allegorical characters vs. real life, two viewpoints, etc.) **(SS)**

		<ul style="list-style-type: none"> • Completion of a Webquest of WWII and the Holocaust(SS, SCI) <hr/> <p>Texts for Independent Learning:</p> <ul style="list-style-type: none"> • Poetry Collection 2: Lineage, Margaret Walker (NP) • Poetry Collection 2: Family, Grace Paley (NP) • Opinion Piece: “Gotcha Day” Isn’t a Cause for Celebration, Sophie Johnson (1090L) • Short Story: The Grandfather and His Little Grandson, Leo Tolstoy (870L) • Blog Post: Bridging the Generational Divide Between a Football Father and a Soccer Son, John McCormick (1120L) • Short Story: Water Names, Lan Samantha Chang (900L) • Short Story: An Hour With Abuelo, Judith Ortiz Cofer (840L)
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>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"> • Weekly Quizzes • Time-line of historical events during the Holocaust (SS) • Socratic Seminar Discussion Prompts/Questions: <ul style="list-style-type: none"> ○ Compare and contrast the emotions exhibited by the characters that populate the world of the novels we have read. How do those emotions affect how the characters handle the conflicts they experience? ○ What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that a human being encounters when growing up? What kinds of experiences seem to have the greatest impact on us? • Short Constructed Response (RACE) 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Diagnostic • District Assessments- Unit 1 Assessment (Selected Questions and Short Responses) <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Unit / Section assessments from SAVVAS Realize • Selection Test: A Simple Act, by Tyler Jackson • Selection Test: An Invisible Thread, by Laura Schroff and Alex Tresniowski • Selection Test: From Mom & Me & Mom, by Maya Angelou • Selection Test: Learning to Love My Mother by Maya Anngelo with Michael Maher • Selection Test: A Christmas Carol: Scrooge and Marley, Act I by Israel Horovitz • Selection Test: A Christmas Carol: Scrooge and Marley, Act II by Israel Horovitz (time permitting~Trimester 2 continuation)

<ul style="list-style-type: none"> ○ See each story recommended RACE question in “Recommended Activities” ● Literature Circle ● Admit and Exit Slips ● Collins Type I Writing (Response Journal) ● Compare and Contrast Characters Graphic Organizer ● Milkweed Literature Guide Formative and Summative Assessments (Shared Document Resources for Milkweed on Schoology) ● SAVVAS Comprehension and higher-level thinking questions per short story ● Vocabulary Checks 	<ul style="list-style-type: none"> ● District Created Novel Assessment ● Writing to Compare: Compare and Contrast Essay: “A Simple Act” and “An Invisible Thread”. Students will write an explanatory essay analyzing the way the two authors Schroff and Jackson present information about the same topic. “How are the two texts different in their presentation of the benefits of friendship?” (Utilize NJSLA Literary Analysis Task Essay examples and focus on proper MLA quoting format) ● Narrative Writing: Milkweed <ul style="list-style-type: none"> ○ Choose a Chapter in <i>Milkweed</i> and write the chapter from another character’s point of view. EX. Janina, Uri, Mr. Milgrom. (Use NJSLA Format and make it a timed write. Review elements of a narrative piece using pgs 54-57.)
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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"> ● News Blog: A Simple Act, Tyler Jackson (930L) ● Memoir: from An Invisible Thread: Laura Schroff and Alex Tresniowski (890L) ● New Article:Tutors Teach Seniors New High-Tech Tools by Jennifer Luden ● Memoir:from Mom & Me & Mom by Maya Angelou 	<ul style="list-style-type: none"> ● In addition to Core Resources: ● Extra Support Readers ● Provide options for comprehension ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception 	<ul style="list-style-type: none"> ● Word Study: Latin Prefix: in- (RP) (TE p 28) ● Conventions:Nouns and Pronouns (RP) (TE p 29) ● "☞☞☞Writings to Sources: Retelling a Scene (RP)(TE p 30) ● ☞☞☞Speaking and Listening: Monologue (RP)(TE p 31) ● Point of View (TE p 30)" "☞☞☞Audio Summary ● ☞☞☞A Simple Act: Accessible Leveled Text ● English Language Support: Using Concept Vocabulary (TE p 32) ● "☞☞☞Analyze Craft and Structure: 	<ul style="list-style-type: none"> ● See Document with G&T Savvas Challenges on Schoology ● Novel/Book of Choice (More than 1 per Trimester) ● 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

<ul style="list-style-type: none"> ● Media: Video~Learning to Love My Mother by Maya Angelou with Michael Maher ● Poetry Collection: Mother to Son by langston Hughes ● Poetry Collection: To James by Frank Horne ● Novel: <i>Milkweed</i> by Jerry Spinelli ● Anchor Text: A Christmas Carol: Scrooge and Marley, Act I by Israel Horovitz ● Anchor Text: A Christmas Carol: Scrooge and Marley, Act II by Israel Horovitz ● Media: Film: from <i>Scrooge</i> Directed by Henry Edwards 		<p>Author’s Point of View (RP)(TE p 39)</p> <ul style="list-style-type: none"> ● Express Attitudes and/or Opinions(TE p 38) ● "OBJ: Word Study: Multiple-Meaning Words (RP)(TE p 40) ● "OBJ: Conventions: Adverbs (RP) (TE p 41) ● Adverbs (TE p 41) ● from An Invisible Thread: Accessible Leveled Text ● Personalize for Learning English Language Support ● Idioms (TE p 43) ● "OBJ: Analyze Craft and Structure: Narrative Point of View (RP)(TE p 46)" ● "OBJ: Word Study Latin Suffix: -ity (RP)(TE p 48) ● "OBJ: Conventions: Adjectives (RP) (TE p 49) ● Personalize for Learning English Language Support: Adjective Placement (TE p 49)" ● "Personalize for Learning English Language Support: Characters (TE p 53) ● Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 57) ● "OBJ: Tutors Teach Seniors New High-Tech Tricks: Accessible Leveled Text" ● "OBJ: Word Study: Suffix -ment (RP)(TE p 66) ● "OBJ: Analyze Craft and Structure: 	
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		<p>Development of Central Ideas (RP) (TE p 67)</p> <ul style="list-style-type: none">● OBJConventions: Conjunctions (RP)(TE p 68)● OBJSpeaking and Listening: Multimedia Presentation (RP)(TE p 69)● Personalize for Learning English Language Support: Central Ideas (TE p 67)● OBJEnglish Language Support● Lesson: Development of Central Ideas (On Realize)● Personalize for Learning English Language Support: Cognates(TE p 68)● OBJfrom Mom & Me & Mom: Accessible Leveled Text● Personalize for Learning English Language Support: Figurative Language (TE p 72)● Word Study: Latin Prefix: super- (RP) (TE p 77)● OBJAnalyze Craft and Structure: Narrative Nonfiction: Characterization (RP) (TE p 78)● OBJConventions: Independent and Dependent Clauses (RP) (TE p 79)● Personalize for Learning English Language Support: Independent and Dependent Clauses(TE p 79)● OBJEnglish Language Support Lesson: Independent and Dependent Clauses● Personalize for Learning English Language Support: View Actively	
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- (TE p 81)
- Personalize for Learning English Language Support: Pronouns(TE p 87)
- ~~OBJ~~ Mother to Son/To James: Accessible Text
- ~~OBJ~~ Word Study: Connotations and Denotations (RP) (TE p 100)
- Personalize for Learning English Language Support: Figurative Language (TE p 96)
- ~~OBJ~~ Analyze Craft and Structure: Figurative Language: Symbolism (RP)(TE p 101)
- ~~OBJ~~ Author’s Style: Rhythm and Repetitions (RP)(TE p 102)
- ~~OBJ~~ Writing to Sources: Narrative Poem (RP)(TE p 103)
- Personalize for Learning English Language Support
- Rhythm in Poetry(TE p 102)
- ~~OBJ~~ English Language Support Lesson: Rhythm (On Realize)
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Supplemental Resources

Technology:

- Savvas Realize
- i-Ready
- Edulastic
- brainpop.com
- achievethecore.com
- Slidesmania link for free virtual interactive notebooks
- NoRedInk

- Prezi
- Viewpure
- Bookcreator
- Flipgrid
- Scratch
- TedED Talks
- Padlet
- Peardeck
- At Home Learning Experiences At Home (helpful website)
- Nearpod
- Youtube/Teachertube
- Sandford Harmony (SEL)
- Second Step (SEL)
- Middle School Community Rebuild Unit PDF (SEL)
- Character Strong (SEL)
- Conscious Discipline (SEL)
- From the Collaborative for Academic, Social, and Emotional Learning (CASEL): Reunite, Renew and Thrive: SEL Roadmap for Reopening School (SEL)
- Articles for Students: Seeing Through Dorothea's Eyes by Sudipta Bardhan and Marigolds by Eugina Collier (Both from Common Lit) (SEL)

Other:

Poems Aligned with Seasons

- Silence (over Manhattan) (September 11th)
- "The Raven" (Halloween)

Musical Selections

- "A Hard Rain's A Gonna Fall" by Bob Dylan
- "Redemption Song" by Bob Marley
- "Oh Freedom!" by The Golden Gospel Singers
- "Everybody Wants To Rule The World" by Lorde
- US Holocaust Memorial Museum - Music of the Holocaust Collection

Drama(s)

- The Diary of Anne Frank

Art

- BBC - Stories Behind the Art of The Holocaust

Multimedia

- "Life is Beautiful" Clip
- History.com Topics About The Holocaust

New Jersey Legislative Statutes and Administrative Code Resources

(These articles can be used with Notice and Note Non-Fiction Signposts)

- **myPerspectives Unit 1 “Generations”**
 - **(Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)**
 - **(LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*)**
- **The Atlantic: “Bridging the LGBTQ Generation Gap”**
 - **(LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*) (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)**
 - Students will understand that there is a generational gap that they must understand and help bridge from Generation to Generation
- **The Jewish Ghettos: Separated from the World - Facing History- Milkweed**
 - **(Holocaust Law: *N.J.S.A. 18A:35-28*)**
- **from Mom & Me & Mom by Maya Angelou**
 - **(Amistad Law: *N.J.S.A. 18A 52:16A-88*)**
- **myPerspectives Unit 3 “Turning Points”**
 - **(Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)**
 - **(LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*)**
- **NJDOE Resources: Climate Smart: Cities Working Together**
 - **Standards in Action: Climate Change**
- **NJDOE Resources: Where Do You Put a Wind Farm? (Related to Selection Text: “Urban Farming is Growing a Greener Future”)**
 - **Standards in Action: Climate Change**
- **NJDOE Resources: “Dreaming in Green Young Voices on Climate Change”**
 - **Standards in Action: Climate Change**
- **The Atlantic: “Bridging the LGBTQ Generation Gap”**
 - **(LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*) (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)**
 - Students will understand that there is a generational gap that they must understand and help bridge from Generation to Generation

Other:

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**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"> • Novel Excerpt: Two Kinds, from the Joy Luck Club, Amy Tan (870L) • News Blog: A Simple Act, Tyler Jackson (930L) • Memoir: from An Invisible Thread: Laura Schroff and Alex Tresniowski (890L) • New Article: Tutors Teach Seniors New High-Tech Tools by Jennifer Luden • Memoir: from Mom & Me & Mom by Maya Angelou • Media: Video~Learning to Love My Mother by Maya Angelou with Michael Maher • Poetry Collection: Mother to Son by Langston Hughes • Poetry Collection: To James by Frank Horne • Anchor Text: A Christmas Carol: Scrooge and 	<ul style="list-style-type: none"> • Vocabulary: Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer and complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion. 	<ul style="list-style-type: none"> • Personalized for Learning English Language Support in Teacher Edition (ex: pg 91, 115, 125, etc.) • Four Corners Activity, Sentence Stems • Anchor Chart for Vocabulary & Text Structure • Audio Summary • Accessible Leveled Text • “Personalize for ELS” • Linguistics: Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students’ native languages into English. Create sound-spelling cards with images to pronounce English sounds. • Grammar Transfers: Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities. • Cognates: Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language. 	<ul style="list-style-type: none"> • Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Organizational/Behavioral Strategies: Use a Study Contract for student to achieve outcomes Use a Learning Log for independent or outside learning Establish a timeline for long-range projects • Motivational Strategies: Provide fewer drill and practice activities when material is learned Give student choices of activities in learning the content Allow the student to ‘buy’ time for self-directed activities after material is learned • Assessment Strategies: Give a pretest to allow the student to demonstrate mastery Provide self-checking materials Provide tests at a higher level of thinking • Environmental Strategies: Arrange for a mentor to work with the student in interest area Cluster group gifted/talented students by areas of strength in the classroom Allow independent use of library
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<p>Marley, Act I by Israel Horovitz</p> <ul style="list-style-type: none"> • Anchor Text: A Christmas Carol: Scrooge and Marley, Act II by Israel Horovitz • Media: Film: from <i>Scrooge</i> Directed by Henry Edwards • Novel: <i>Milkweed</i> by Jerry Spinelli 			
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> • An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. • Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals. • Early planning can provide more options to pay for post-secondary training and employment. • There are a variety of resources available to help navigate the career planning process. • Employee benefits can influence your employment choices. • Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> • 9.2.8.CAP.1: Identify offerings such as high school and county • career and technical school courses, apprenticeships, military • programs, and dual enrollment courses that support career or

- occupational areas of interest.
- **9.2.8.CAP.2:** Develop a plan that includes information about career areas of interest.
- **9.2.8.CAP.3:** Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- **9.2.8.CAP.4:** Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
- **9.2.8.CAP.5:** Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- **9.2.8.CAP.6:** Compare the costs of postsecondary education with the potential increase in income from a career of choice.
- **9.2.8.CAP.7:** Devise a strategy to minimize costs of postsecondary education.
- **9.2.8.CAP.8:** Compare education and training requirements, income potential and primary duties of at least two jobs of interest.
- **9.2.8.CAP.9:** Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships).
- **9.2.8.CAP.10:** Evaluate how careers have evolved regionally, nationally, and globally.
- **9.2.8.CAP.11:** Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
- **9.2.8.CAP.12:** Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.
- **9.2.8.CAP.13:** Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
- **9.2.8.CAP.14:** Evaluate sources of income and alternative resources to accurately compare employment options.
- **9.2.8.CAP.15:** Present how the demand for certain skills, the job

		<ul style="list-style-type: none"> ● market and credentials can determine an individual’s earning power. ● • 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. ● 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process. ● 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. ● 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● How to Become a Children’s Doctor: Career and Education Roadmap ● How to Become a Teacher ● How to Teach Conversational Skills – An important skill for the workplace (Teacher Lesson) ● How to Become an Author/Illustrator ● How to Become a Newspaper Reporter ● How to Become a Poet 	

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	Standards in Action: <i>Climate Change</i>
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