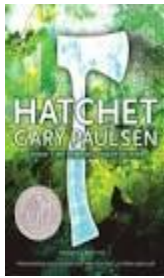
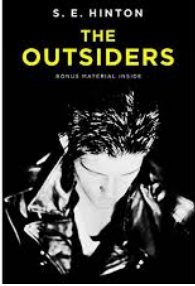


| Domain Anchor Statement Codes | | | |
|---|--|------------------------------------|--|
| Reading | Writing | Speaking and Listening | Language |
| CR: Close Reading of Text | AW: Argumentative Writing | PE: Participate Effectively | RF: Foundational Skills: Reading Language |
| CI: Central Ideas and 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 Dec. 9, 2024- March 18, 2025 | Unit 3: Turning Points & Unit 2: A Starry Home | 60 Days |

| Grade NJSLS - ELA | Core Ideas and Practices Interdisciplinary Standards |
|--|---|
| Language Domain | Novels: <i>Hatchet</i> by Gary Paulsen and <i>The Outsiders</i> by S.E. Hinton |
| <p>L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>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>E. Recognize spelling conventions.</p> |   <p>MyPerspectives Unit 3: Turning Points</p> <p>Essential Question/s: CONTINUATION from TRIMESTER 1</p> <ul style="list-style-type: none"> • 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? • <i>Climate Change</i>: How can climate change cause significant changes to the world? How would this affect someone’s life? |

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.
- 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.

Instructional Resource: CONTINUATION FROM TRIMESTER 1: *A Christmas Carol: Scrooge and Marley, Act II*
Israel Horovitz pgs. 264-297

Activity Description:

Activate Prior Knowledge and Experiences:

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?

-MAKING MEANING-

- **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.

-LANGUAGE DEVELOPMENT-

- **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.

Interdisciplinary Connections:

- **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

- 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).

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.”

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.

RL.CI.7.2. Determine the 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.**

Vocabulary Acquisition, Use and Interpretative Meaning

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.
- **Analyze the Media-** Students will respond to questions about the excerpt, citing evidence.

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.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Reading Informational:

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.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

-LANGUAGE DEVELOPMENT-

- **Media Vocabulary-** screenplay; director; performance; editing
- Students complete activities related to the Vocabulary words

-EFFECTIVE EXPRESSION-

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.**

Performance Task (See Assessment Section)

-Literary Analysis Performance Task: Write an Explanatory

Cause-and-Effect Essay: Students write an essay responding to one of the questions:

- 1) How does Scrooge's character transform over the course of the play?
- 2) How are Mrs. Cratchit and Fred's wife different in their attitudes and behaviors? What do their interactions with their families and Scrooge reveal about their characters?
- 3) The Ghosts come to visit Scrooge to help save his soul. Which Ghost had the most impact on Scrooge and why? Explain.
 - PreWriting/Planning: Students develop ideas and connect across texts.
 - Drafting: Students organize and write a first draft.
 - Editing and Proofreading: Students edit for conventions and proofread for accuracies.

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.

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.**

Writing Domain

W.AW.7.1. Write arguments on **discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts)** to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) **about a topic or issue**, acknowledge alternate or opposing claims, 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 create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to

Instructional Resource: *Hatchet* By Gary Paulsen

Activate Prior Knowledge and Experiences:

Pre-Reading:

- Have you ever flown in an airplane before? If you have, write about your experience. If you have not, write about what you think it would be like.
- Read the back cover of the book. (1) What genre do you think *Hatchet* is? How do you know?
- Survival is an important theme in this novel. If you were in Brian's situation, could you make it?

Academic and Concept Vocabulary: *Hatchet* Vocabulary (quizlet)

Vocabulary

- Chapters 1-5: amphibious, audible, hammocks, turbulence, wince
- Chapters 6-10: pulverize, apparent, convulse, dormant, smoldered
- Chapters 11-15: gnarled, bluff, corrosive, rectify, exulted
- Chapters 16-Epilogue: incessant, ruefully, furor, oblivious, eddy

Comprehension Check-

Chapter 1:

- What is the meaning of "visitation rights"?
- From what point of view is the story being told? How do you know?
- What is the mood of the first chapter?
- **Constructed Response:** Brian thinks about "the secret", but he doesn't tell us what the secret is. What do you think it might be?

Chapter 2:

- When Brian has to fly the plane himself, what prior experience helps him?
- How would you describe Brian's character thus far?

examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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.

- When there is no answer from the radio, Brian thinks about his situation and decides that he has two choices. What are those two choices?
- **Constructed Response:** Identify one emotion that Brian experiences in this chapter. Back up your reasoning with evidence from the text.

Chapter 3:

- Identify one piece of figurative language being used in this chapter. Why do you think the author utilized it?
- What animal does Brian see as the plane begins to crash into the lake?
- The author provides a sensory description of the plain landing. What are some examples of the sensory details (sights, sounds and smells) that are used?
- **Constructed Response:** The author mentions that Brian hears screaming during the crash. Who do you think he hears screaming? Use evidence from the text to support your answer.

Chapter 4:

- Consider what we have learned about Brian's relationship with his mother. Use information from the text to complete the following statements:
 - I have learned that the secret is about
 - I now understand why Brian and his mother

Chapter 5:

- What problem happened when the pilot had a heart attack?
- **Constructed Response:** Explain what items in Brian's possessions would be the most important to his survival. Provide evidence from the text to support your answer.

CH. 1-5 EXTENDED CONSTRUCTED RESPONSE:


- How did you react to Brian's thoughts and actions after the plane crash? Do you think that he is being reasonable or unreasonable? Provide evidence from the text to support your answer.

Chapter 6:

- 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. 

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-

- Brain decides to look for berry bushes, but he wants to keep the lake in sight. Why?
- Brian is extremely hungry. Cite a piece of evidence from the text to support this statement?
- **Constructed Response:** Who does Brian blame for his current situation? Explain his thinking. Be sure to back up your answer with evidence from the text and your own thinking.

Chapter 7:

- Identify one piece of figurative language being used. Why does the author use?
- Explain what Brian is thinking when he looks at his reflection in the lake.

Chapter 8:

- What mistake did Brian make in using his hatchet? How could this have been a costly error?
- What message does Brian get from his dream?
- Predict: Brian has now discovered that he can create sparks from his hatchet. What do you think will happen next? Use evidence from the text to support your inference.

Chapter 9:

- What are three characteristics you would use to describe Brian in this chapter? Use evidence from the text to support your answer.

Chapter 10:

- How long has Brian now been in the Canadian wilderness?
- **Constructed Response:** Why did Brian think that “he had never felt so rich somehow?” Be sure to back up your answer with evidence from the text.

CH. 6-10 EXTENDED CONSTRUCTED RESPONSE”

- What caused Brian to cry until he was all cried out? Have you ever felt this way? Be sure to support your answer with evidence from the text and your own thoughts.

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.

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. 🌱

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.

Chapter 11:

- What change does Brian NOT notice about himself?
- How does Brian feel about his mind and body?
- Why can Brian now be considered a hunter-gatherer?

Chapter 12:

- Brian's eating habits have changed. What did he notice about himself?
- Explain what the "explosion" that happened under Brian's feet was.
- **Constructed Response:** Do you think that mood at the end of this chapter is pessimistic and hopeless? Be sure to back up your answer with evidence from the text.

Chapter 13:

- How much time has passed?
- What does Brian's encounter with the wolf tell us?
- Brian felt that he was a new person. Compare and contrast the "new Brian" to the "old Brian".

Chapter 14:

- According to Brian, what was the "great single driving influence in nature?"
- **Constructed response:** Why does Brian think that mistakes are more serious in the wilderness than in the city. Provide evidence from the text to support your answer.

Chapter 15:

- Explain the two ways Brian records/remembers time.
- What secret keys finally enabled Brian to detect the birds before flight?
- Identify one piece of figurative language. Why does the author use it?

CH. 11-15 EXTENDED CONSTRUCTED RESPONSE:

- How do you think it was possible for Brian to do these things that he had never done before without anyone teaching him? Have you ever done something without being taught? Explain.

| | | |
|--|---|--|
| <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> | | <p>Chapter 16:</p> <ul style="list-style-type: none"> ● Explain two major experiences that Brian faces. ● How does Brian show humor? Cite the example. ● Who do you think Brian is talking to when he says, “Is this the best you can do?” <p>Chapter 17:</p> <ul style="list-style-type: none"> ● How does Brian demonstrate patience in this chapter? ● Constructed Response: Brian mentions that he has never been to where his father lives. Why do you think this is so? Be sure to cite evidence to support your answer. <p>Chapter 18:</p> <ul style="list-style-type: none"> ● Identify one piece of textual evidence and what it does for the text. ● Predict what Brian will find in his survival pack. ● Constructed Response: Explain the importance of Brian dropping the hatchet into the lake. Be sure to back up your answer with evidence from the text. <p>Chapter 19:</p> <ul style="list-style-type: none"> ● How does Brian think the items in the survival bag changed him? ● Why did Brian decide to feast and be careful with the food later? <p>Epilogue:</p> <ul style="list-style-type: none"> ● Compare and contrast Brian after he is rescued to the Brian before the accident. ● What changes did Brian undergo that were permanent. <p>EXTENDED CONSTRUCTED RESPONSE</p> <ul style="list-style-type: none"> ● Looking back, in what part of the story would you have wanted to be Brian? Use evidence from the text to support your reasoning. <p>Project Ideas:</p> <ul style="list-style-type: none"> ● Create a comic strip that follows the major events of <i>Hatchet</i>. Your illustrations should be in order and match the text. Below each illustration, write a brief caption. |
| <p>Social and Emotional Learning: <i>Competencies</i></p> | <p>Social and Emotional Learning: <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 | <ul style="list-style-type: none">● Compare and Contrast: As we watch the film adaption of <i>Hatchet</i>, compare and contrast the characters, settings and events.● Immersive Activity-Book Bag Report: If you were stranded like Brian after the plane crash, what would you hope to find in your backpack? List 5-7 objects and put them in a paper bag to present to the class with a written explanation of each object and their usefulness. <p><u>Instructional Resource NOVEL:</u> The Outsiders by S.E. Hinton</p> <p>-MAKING MEANING-</p> <ul style="list-style-type: none">● Pre-Reading- Prompt:<ul style="list-style-type: none">○ Journal: What does it mean to be an “outsider.” What kinds of individuals or groups might be classified as outsiders? Have you ever felt left out of a conversation? What does it feel like to be “outside” of a social circle or situation? (Answer in full sentences.)○ The Outsiders Pre-reading Activity: The 60’s Scavenger Hunt● Notice and Note: Fiction Signposts <p>Comprehension questions and analyze the text options:</p> <p>Chapter 1: <u>Discussion Question</u> 1.How does the author present opposing points of view between Ponyboy and his brother Darry?</p> <p>Chapter 2-3 <u>Comprehension Questions</u> 1. Why didn’t Ponyboy, Johnny, and Dally pay to get into the drive-in movie? 2. Give three reasons why Cherry and Marcia are not scared of Johnny and Ponyboy even though, like Dally, they are Greasers. 3. Why did Cherry and Marcia let their drunken boyfriends drive them home? 4. Why did Darry get angry with Ponyboy and hit him and where did Ponyboy go after Darry hit him? <u>Discussion Questions</u></p> |
|--|---|---|

1. In Chapter 2, Cherry tells Ponyboy, “Johnny . . . he’s been hurt bad sometime, hasn’t he?” How is the drive-in movie setting used to reveal important plot background about Johnny?

2. Why does Pony tell Cherry, “Just don’t forget that some of us watch the sunset too”?

Chapter 4-5

Comprehension Questions

1. What do the Socs do to Ponyboy?

2. Why did Johnny attack Bob?

3. Where do Johnny and Ponyboy go when they leave the park?

4. Where does Dally tell them to go?

5. What is the one thing the Greasers are proud of?

6. How do Johnny and Ponyboy pass the time?

7. Where do the police think Johnny and Ponyboy have gone?

Discussion Questions

1. What are two different character traits that describe Dally during the scene at Buck Merrill’s place?

2. How does Dally’s arrival at Jay Mountain allow important information to be revealed?

Chapter 6-7

Comprehension Questions

1. Why is Cherry helping the Greasers?

2. How have Johnny’s parents reacted to his running away?

3. When is the only time Ponyboy can remember seeing Johnny without a defeated, suspicious look in his eyes?

4. At the hospital Ponyboy realizes that Darry really cares for him. Why has Darry been so hard on Ponyboy in the past?

5. What do the doctors say about Johnny’s injuries?

6. Why does Randy say the rumble between the Socs and the Greasers won’t solve anything?

Discussion Questions

1. How does the author use the fire scene to reveal a new side of Johnny’s character?

2. One important central idea in the novel is the importance of family.

| | | |
|--|--|--|
| | | <p>How do Ponyboy's actions or thoughts in Chapter 7 involve this idea?</p> <p>Chapter 8-9 <u>Comprehension Questions</u></p> <ol style="list-style-type: none">1. Why did the doctor let Two-Bit and Ponyboy in to see Johnny?2. Why does Cherry say she can't visit Johnny?3. What are the two things Greasers have to be proud of?4. Why does Ponyboy feel he and his gang don't belong with Tim Sheperd's gang and the Brumley boys?5. What are the rules for the rumble?6. What does Johnny tell Ponyboy to do? <p><u>Discussion Questions</u></p> <ol style="list-style-type: none">1. In Chapter 8, why does Two-Bit respond to Johnny's mother, "No wonder he hates your guts"?2. How does the author use the character of Paul Holden to emphasize the "Socs vs. Greasers" conflict? <p>Chapter 10-12 <u>Comprehension Questions</u></p> <ol style="list-style-type: none">1. How does Ponyboy get home from the hospital?2. When the police catch up with Dally, what happens? Be specific.3. What did Johnny leave for Ponyboy?4. How does Ponyboy describe Bob?5. Why does Randy come to see Ponyboy and what do they talk about?6. Who is at the court hearing and what does the judge decide?7. Why does Ponyboy's English teacher want to talk to him?8. Why is the last sentence of the book unusual? <p><u>Discussion Questions</u></p> <ol style="list-style-type: none">1. How do Ponyboy's emotional and physical problems build toward a climax in chapter 10?2. How does Ponyboy's conversation with Randy reveal a contrast between each character's situation? <p>In his note, Johnny states: There's still lots of good in the world. Tell Dally.</p> |
|--|--|--|

I don't think he knows. How do Johnny's words provoke a decision in the ending chapter?

Analyze Craft & Structure:

- **Flashback-** Chapter 2: Discuss Dally's flashback
- **Conflict-** Discuss the types of conflicts that arise in chapter 3. Continue a record of conflicts.
- **Author's Tone-** Discuss Connotation and Denotation in chapters throughout the text.
- **Character Types:** Static vs. Dynamic; Round vs. Flat

-EFFECTIVE EXPRESSION-

- **Create a Wanted poster for a Character of Choice.**
 - Discuss on character and identify characteristics
- **Narrative Writing Task:** You are to write an alternate ending to the story. What if Johnny had lived the remainder of his life as a handicapped person? What if Dally had lived? What if they both lived? What happens next? What do you think will happen to Ponyboy? You have to decide on the point at which the story changes and what happens to each character.

Instructional Resource: "Thank You, M'am" by Langston Hughes pgs. 314-323

Activity Description:

Activate Prior Knowledge and Experiences:

1. First Read: Why do people want what they want—even to the point of breaking the law?
2. Close Read: Do you think Roger is going to buy a pair of blue suede shoes with the money Mrs. Jones gave him?

MAKING MEANING-

- **Concept Vocabulary:** permit; release; contact- Students complete activities related to the Concept Vocabulary words
- **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.
- **Analyze Craft & Structure-Elements of a Short Story: Plot-** Students will identify elements of plot in “Thank You, M’am”. **(RACECE STRATEGY for #1 on page 321. Students will use the chart to help them identify textual evidence)**

LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** permit; release; contact- Students complete activities related to the Concept Vocabulary words
- **Word Study:** Multiple-meaning Words
- **Conventions: Prepositions and Prepositional Phrases-** Students find examples of prepositions and prepositional phrases in the passage.

-EFFECTIVE EXPRESSION- (Summative Assessment-Timed Write)

Writing to Sources: Extend the Story- Students will continue the story “Thank You Ma’am” as soon as Mrs. Luealla Bates Washinton Jones shuts the door after saying goodbye. What does Roger do? Where does he go? (Utilize NJSLA Narrative Writing as a basis. Make sure to review Narrative Elements)

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

Instructional Resource: “Urban Farming is Growing a Green Future” by Hillary Schwei pgs. 332-339

Activity Description:

Activate Prior Knowledge and Experiences:

1. First Read: How can a photo be like a window to the past or a distant place? What sorts of things might you discover by looking carefully through such a window? What kinds of details would help you figure out the time and place you’re looking at?
2. Close Read: If urban gardens keep becoming more popular, what might a city of the future look like?

-MAKING MEANING-

- **First Read-** Students Look, Note, Connect, Respond as they review the media the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Review-** Students will watch the video again and record any new observations.
- **Analyze the Media-** Students will respond to questions about the photos, citing textual evidence.

-LANGUAGE DEVELOPMENT-

- **Academic and Concept Vocabulary:** rural; agricultural; localizing-Students complete activities related to the Concept Vocabulary words

EFFECTIVE EXPRESSION-

Research: Digital Multimedia Presentation -Students research and create a presentation on urban farming.

Interdisciplinary Connections:

- **Science:** Call student attention to Photo 5 and its caption. A greenhouse enables plants to be grown all year long. Because occupied school buildings are heated through the cold weather months, plants grown inside a school building can enjoy the same extended growing period that a greenhouse offers. Have interested students conduct research into how to grow plants in a classroom greenhouse environment. Ask them to report on what they learned, giving details about what would be needed to raise plants in the classroom. If you wish to conduct an experiment, obtain the necessary seeds and soil and ask volunteers.

MyPerspectives Unit 2: A Starry Home

Essential Question/s:

- Should we make a home in space?
- Do the benefits of exploring Mars outweigh the risks?
- Should space exploration be a priority for our country?
- Should we spend valuable resources on space exploration?
- How does technology control our lives and how much do we control technology?

- How can science fiction provide accurate insight into the future?
- *Climate Change*: How is space crucial to understanding climate change?

Activity Description:

Instructional Resource (Launch Text): “Leaving Main Street” pgs 120-123

Activity Description:

1. Ask students what they think fascinates people about the sky—especially a starry sky. Why do humans seem driven to explore space? How important to the future do you think space exploration is?
2. **Have students copy the definition of an argumentative text as explained on pg. 120.**

Academic Concept and Vocabulary: justify, alternative, certainty, discredit, assumption

- **Word Network:** Students add new words to their Word Network as they read texts in the unit.
- **Read and Annotate** - Students will read “*Leaving Main Street.*” Students then participate in discussions about starry homes.
- **Summary** - Students write a summary of the Launch Text.
- **Launch Activity** - Students participate in an activity related to the unit theme.
- **QuickWrite** - What are the most effective tools for establishing and preserving freedom?

-MAKING MEANING-

- **Media Vocabulary:** sound effects, human voice, silence
- **First Review:** Students Listen, Note, Connect, and Respond as they read the selection the first time.
- **Comprehension Check:** Students complete comprehension questions.
- **Close Review-** Students will listen to the radio play and write down any new observations.
- **Analyze the media-** Students will respond to questions about the play, citing evidence. **(Use Question #1 as RACECE strategy on pg. 149. Do not have students answer with “I think”. ADD TO THE QUESTION: “Use two pieces of textual evidence to support your response)**

Instructional Resource: “Danger! This Mission to Mars Could Bore You to Death” by Maggie Koerth-Baker pgs 152-163

Activity Description:

Activate Prior Knowledge and Experiences:

- In what situations do you get bored? What happens when you get bored? What do you do to deal with boredom?

-MAKING MEANING-

- **Concept Vocabulary:** chronic; stimulus; subconsciously; excruciatingly; monotony; catastrophic
- **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.
- **Analyze Craft & Structure: Text Structure: Informative Writing-** Students will identify key information in the article. **(Use Question #3 as RACECE strategy. Do not have students answer with “I think”. ADD TO THE QUESTION: “Use two pieces of textual evidence to support your response”)**

-LANGUAGE DEVELOPMENT-

- **Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: chronic; stimulus; subconsciously; excruciatingly; monotony; catastrophic
- **Word Study- Latin Prefix: sub-** Students complete activities related to the Latin Prefix sub-
- **Conventions: Action Verbs and Linking Verbs-** Students complete activities identifying action and linking verbs

-EFFECTIVE EXPRESSION-

- **Speaking and Listening: Visual Presentation-** Students research activities that are designed to combat boredom and then give a visual presentation.

-CROSS-CURRICULAR PERSPECTIVES-

Science: The article details studies of human brain activity. Have students conduct research and report on one other study of human brain activity. Students might use the search terms “studies on brain activity.” Reports should answer the following questions: When did the study take place? What was the purpose of the study? What was learned? Does this study relate to the content of the article? If it does, in what way? Have volunteers share their responses with the class.

Small-Group Learning

Instructional Resource: “Future of Space Exploration Could See Humans on Mars, Alien Planets” pgs 174-177

Activity Description:

Activate Prior Knowledge and Experiences:

- What have you seen about space exploration on TV or in movies?
- Some say that the future of the human race depends on space exploration. Do you agree or disagree? Why or why not?

-MAKING MEANING-

- **Concept Vocabulary:** colonize; planetary; interstellar
- **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.
- **Analyze Craft & Structure- Development of Ideas: Text Structure-** Students will identify various types of details used in the article

| | | |
|--|--|---|
| | | <p>(Students should find direct text evidence and use correct MLA Citation.)</p> <p>-LANGUAGE DEVELOPMENT-</p> <ul style="list-style-type: none">● Concept Vocabulary: colonize; planetary; interstellar● Word Study: Latin Suffix: -ary● Conventions: The Principal Parts of Verbs- Students identify examples of participles. <p>-CROSS-CURRICULAR PERSPECTIVES-</p> <ul style="list-style-type: none">● Science: Review paragraphs 9–13. Have groups research one of the two ways Jemison suggests scientists could enable a spaceship to reach another planet in the next 100 years—warping or shrinking space-time, or developing a new propulsion system. Each group should choose one of these topics, conduct research, and report their findings to the class <p><u>Instructional Resource: Media “Ellen Ochoa: Director, Johnson Space Center”</u></p> <p><u>Activity Description:</u></p> <p>Activate Prior Knowledge and Experiences:</p> <ul style="list-style-type: none">● What image comes to mind when you think of an astronaut? <p>Physics Girl- “Should you go to Mars ft. Bill Nye” (Youtube Video)</p> <p>-MAKING MEANING-</p> <ul style="list-style-type: none">● 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 video again and record any new observations.● Analyze the Media- Students will respond to questions about the video, citing textual evidence.● Technical Vocabulary: aptitude; calculus; mission control <p>-CROSS-CURRICULAR PERSPECTIVES-</p> <ul style="list-style-type: none">● Science: Have students work in their small groups to research the qualifications for becoming an astronaut. What talents and aptitudes are |
|--|--|---|

helpful? What educational background is necessary? Are there any physical requirements involved? What other qualities does NASA look for in its astronauts? When groups have finished their research, have them use a resume template to create a resume for an imaginary person who wants to become an astronaut.

Instructional Resource: “Neil deGrasse Tyson on the Future of U.S. Space Exploration After *Curiosity*” pgs 204-211

Activity Description:

Activate Prior Knowledge and Experiences:

- What inspires people to do something that they’ve never done before?

-MAKING MEANING-

- **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.
- **Analyze Craft & Structure- Evaluate Argument and Claims-** Students will analyze Neil deGrasse Tyson’s argument. Students should answer all three questions. **(Use Question #1 as an extended two paragraph response. Do not have students answer with “I think”. Students use proper MLA format for their textual evidence.)**

-LANGUAGE DEVELOPMENT-

- **Academic and Concept Vocabulary:** Students complete activities related to the Concept Vocabulary words: cede; enterprise; capitalistic
- **Word Study:** Multiple-Meaning Words
- **Conventions:** Sentence Functions and End Marks- Students analyze types of sentences.

Texts for Independent Learning:

- “Science-Fiction Cradlesong” by C.S. Lewis

- UFO Sightings and News by Benjamin Radford
- from Packing for Mars by Mary Roach
- “Trip to Mars Could Damage Astronaut’s Brains” by Laura Sande
- “They’re Made of of Meat” by Terry Bisson

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

Formative Assessments:

- Vocabulary Quizzes / Checks
- Grammar Quizzes
- Short Constructed Response (RACE)
 - See each story recommended RACE question in “Recommended Activities”
- Socratic Seminar Discussion Prompts/Questions:
 - Compare and contrast the emotions exhibited by the characters that populate the world of the novels we

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

Benchmarks:

- (Diagnostic/District Assessments) Unit 3 Test on SAVVAS

Summative Assessments:

Unit / Section assessments from SAVVAS Realize:

- **Selection Test:** A Christmas Carol: Scrooge and Marley, Act II by Israel Horovitz
- **Selection Test:** “Thank You, M’am” by Langston Hughes
- **Selection Test:** “Urban Farming is Growing a Green Future” by Hillary Schwei
- **Selection Test:** “Danger This Mission to Mars Could Bore You to Death” by Maggie Koerth-Baker:

- 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?

- Literature Circle
- Admit and Exit Slips
- Collins Type I Writing (Response Journal)
- Compare and Contrast Characters Graphic Organizer
- SAVVAS Comprehension and higher-level thinking questions per short story (Extension First-Read Questions for deeper thinking)

- **Selection Test:** Future of Space Exploration Could See Humans on Mars, Alien Planets
- **Selection Test:** Neil deGrasse Tyson on the Future of U.S. Space Exploration After *Curiosity*

Literary Analysis Performance Task: Write an Explanatory Cause-and-Effect Essay:

Students write an essay responding to one of the questions: 1. How does Scrooge's character transform over the course of the play? 2. How are Mrs. Cratchit and Fred's wife different in their attitudes and behaviors? What do their interactions with their families and Scrooge reveal about their characters? 3. The Ghosts come to visit Scrooge to help save his soul. Which Ghost had the most impact on Scrooge and why? Explain

- 4) PreWriting/Planning: Students develop ideas and connect across texts.
- 5) Drafting: Students organize and write a first draft.
- 6) Editing and Proofreading: Students edit for conventions and proofread for accuracies.

Narrative Writing Task: Writing to Sources: Extend the Story- Students will continue the story "Thank You Ma'am" as soon as Mrs. Luealla Bates Washinton Jones shuts the door after saying goodbye. What does Roger do? Where does he go? **(Utilize NJSLA Narrative Writing as a basis. Make sure to review Narrative Elements)**

Performance Task: NJSLA based Research Simulation Task:

You have learned about space travel by reading three texts, "Danger! This mission to Mars could Bore You to Death!", "Future of Space Exploration Could See Humans on Mars, Alien Planets", and "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity" and watching two videos. In this essay, consider how the authors show the benefits and risks of Space Exploration. Choosing three out of the five, write an essay that analyzes how each source presents the argument of going to space. How does each author show the risks and barriers that humans face? Use the three sources to support your response.

- "Should You Go to Mars ft. Bill Nye" (Physics Girl Youtube Video) supplemental support

| | |
|--|--|
| | <ul style="list-style-type: none"> ○ Utilize NJSLA resources and released items to help your students better understand the Research Simulation Task. <p>District Created Novel Assessment</p> <p>Novel: <i>The Outsiders</i> by S.E. Hinton Create a Wanted poster for a Character of Choice. Discuss on character and identify characteristics</p> <p>OR</p> <p>Narrative Writing Task: You are to write an alternate ending to the story. What if Johnny had lived the remainder of his life as a handicapped person? What if Dally had lived? What if they both lived? What happens next? What do you think will happen to Ponyboy? You have to decide on the point at which the story changes and what happens to each character.</p> <ul style="list-style-type: none"> ● Point of View ● Dialogue ● Tone/Mood ● Setting ● Plot Structure <p>Novel: <i>Hatchet</i> By Gary Paulsen Immersive Activity-Book Bag Report: If you were stranded like Brian after the plane crash, what would you hope to find in your backpack? List 5-7 objects and put them in a paper bag to present to the class with a written explanation of each object and their usefulness.</p> |
|--|--|

**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"> ● In addition to Core Resources: | <ul style="list-style-type: none"> ● Accessible Leveled Text ● Personalize for Learning English | <ul style="list-style-type: none"> ● See Document with G&T Savvas Challenges on Schoology |

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> ● Anchor Text: A Christmas Carol: Scrooge and Marley, Act II by Israel Horowitz ● Media: Film: from <i>Scrooge</i> Directed by Henry Edwards ● Novel: <i>The Outsiders</i> By S.E. Hinton ● “Thank You, M’am” by Langston Hughes ● “Urban Farming is Growing a Green Future” by Hillary Schwe ● Anchor Text, Short Story: Dark They Were, and Golden-Eyed, Ray Bradbury (490L) ● Media, Radio Play: Dark They Were, and Golden-Eyed, Ray Bradbury and Michael McDonough (producer) ● Anchor Text, News Article: Danger! This Mission to Mars Could Bore You to Death!, Maggie Koerth-Baker (1290L) ● “Future of Space Exploration Could See | <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 | <p>Language Support</p> <ul style="list-style-type: none"> ● Teacher Edition sections for ELL Learners (ex. pg 80) ● Spanish language version of the text (when available) ● myPerspectives Unit Planning Guide- ELD Companion Support ● Audio Summary ● 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"> ● Novel/Book of Choice (More than 1 per MKP) ● Write a research paper describing connections between two texts by the same author. ● EFFECTIVE EXPRESSION- Research: Informational Report Students write a report on Neil deGrasse Tyson, Mars, or the <i>rover Curiosity</i>. ● 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 |
|---|---|--|--|

Humans on Mars,
Alien Planets”

- “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity
- “Ellen Ochoa: Director, Johnson Space Center

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
- Nearpod
- Youtube/Teachertube
- Sanford 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)

New Jersey Legislative Statutes and Administrative Code Resources

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

- 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
- “Thank Ma’am” by Langston Hughes
 - (Amistad Law: *N.J.S.A. 18A 52:16A-88* & (LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*)
-

**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"> 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 | <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 | <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 |

| | | | |
|---|--|--|--|
| <p>Marley, Act II by Israel Horovitz</p> <ul style="list-style-type: none"> • Media: Film: from <i>Scrooge</i> Directed by Henry Edwards • Novel: <i>The Outsiders</i> By S.E. Hinton • “Thank You, M’am” by Langston Hughes • “Urban Farming is Growing a Green Future” by Hillary Schwei • Anchor Text, Short Story: <i>Dark They Were</i>, and <i>Golden-Eyed</i>, Ray Bradbury (490L) • Media, Radio Play: <i>Dark They Were</i>, and <i>Golden-Eyed</i>, Ray Bradbury and Michael McDonough (producer) • Anchor Text, News Article: <i>Danger! This Mission to Mars Could Bore You to Death!</i>, Maggie Koerth-Baker | <p>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.</p> <p>Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics.</p> <p>Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer and complete as a group.</p> <p>Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</p> | <ul style="list-style-type: none"> • 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. | <p>for student to achieve outcomes Use a Learning Log for independent or outside learning Establish a timeline for long-range projects</p> <ul style="list-style-type: none"> • 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 |
|---|--|--|--|

| | | | |
|--|--|--|--|
| <p>(1290L)</p> <ul style="list-style-type: none"> • “Future of Space Exploration Could See Humans on Mars, Alien Planets” • “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity • “Ellen Ochoa: Director, Johnson Space Center | | | |
|--|--|--|--|

| | | |
|--|--|---|
| <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 |

| | | |
|--|--|---|
| | | <p>dual enrollment courses that support career or occupational areas of interest.</p> <ul style="list-style-type: none">● 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. |
|--|--|---|

| | | |
|--|---|---|
| | | <ul style="list-style-type: none"> ● 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 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 highschool 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</i> | X | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A.</i> | X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action: <i>Climate Change</i> |
|---|-------------------------------------|---|---|---|---|---|--|---|---|

