

**Grade 6 - ESL/ELA Scaffold - Novel Unit Pacing Guide**  
**Revised 2020**

	<b>Est. Time Frame</b>	<b>Unit (Novel) Title/Skills</b> May vary according to ELP level of student(s).	<b>Supporting Texts (suggestions)</b> May vary according to ELP level of student(s).	<b>Writing Tasks –</b> Will vary according to ELP level of student(s) and text read. Make necessary modifications/ changes where needed.
<b>Unit 1</b>	Marking Period 1	<p><b><i>Maniac Magee</i></b> by Jerry Spinelli or a level based novel depending on the ELP level of the student(s)</p> <p><b>Alternative Novel Suggestions:</b>            ELP 1 – <b><i>Ruby Bridges Goes to School: My True Story</i></b> (Scholastic Reader, Level 2) – <i>Ruby Bridges</i>            ELP 2 - <b><i>Wonder</i></b> – R.J. Palacio            ELP 3 - <b><i>The Underground Railroad Adventure of Allen Jay, Antislavery Activist</i></b> – Marlene Targ Brill            ELP 4 - <i>grade level novel (mentioned above)</i>            ELP 5 - <i>grade level novel (mentioned above)</i></p> <p><b>Literary Focus:</b>            Figurative/descriptive language            Elements of style            Conflict            Imagery            Setting            Theme            Character development</p>	<p><b>-Poems Aligned to Text:</b>  <i>-Brown Girl Dreaming</i>, by Jacqueline Woodson</p> <p><i>-The Rider</i>, by Naomi Shihab Nyes  <a href="https://www.poets.org/poetsorg/poem/rider">https://www.poets.org/poetsorg/poem/rider</a></p> <p><i>-The Little Engine That Could</i> by Watty Piper  <a href="https://www.youtube.com/watch?v=9H7FTPv7QcQ">https://www.youtube.com/watch?v=9H7FTPv7QcQ</a></p> <p><b>Seasonal Poetry:</b>            “Never, Never, Never Forget 9/11”  <a href="https://www.readerstheatrallyear.com/articles/20110907">https://www.readerstheatrallyear.com/articles/20110907</a></p> <p><b>(Play)</b> “The Orphan Train”            Reader’s Theater            Anthology book</p>	<p><b><u>Reading Check Question</u></b></p> <p><b><u>Journal</u></b>  <b>Dialectical Journal (ELP 3- 5) or Chapter Summary Journal Entry (ELP 1 -3)</b>  <a href="https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.">https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.</a></p> <p><b><u>Literary Analysis Task:</u></b>            You have read the poem “The Rider”, and the novel <i>Maniac Magee</i> <b>OR</b> a level based novel and related poem. Write an essay that identifies a similar theme in each text and compares and contrasts the approaches each text uses to develop this theme. Be sure to</p>

		<p>Elements of plot</p> <p><b>Themes:</b></p> <p>Challenging society's norms</p> <p>Prejudice</p> <p>Segregation</p> <p>Legend</p> <p>Abandonment</p> <p>Neglect</p> <p>Delinquency</p> <p>Family</p> <p>Bullying</p> <p><a href="http://www.shmoop.com/maniac-magee/themes.html">http://www.shmoop.com/maniac-magee/themes.html</a></p>		<p>support your response with evidence from <b>both</b> texts.</p> <p><b><u>Narrative Writing Task:</u></b></p> <p>In the novel <i>Maniac Magee</i> the author creates an animated setting and a distinct protagonist, Jeffrey Lionel Magee. Think about the details the author uses to establish the setting and the character. Write an original story about what happens after Jeffrey has moved in with the Beales and returned to school. In your story, be sure to use what you have learned about the setting and the character as you tell what happens next.</p> <p><b>OR</b> using the text read, have students compose a similar writing task using the same concepts.</p> <p><b><u>Informative/Explanatory Writing Task:</u></b></p> <p>According to Webster's New World College Dictionary, a legend is:</p> <ul style="list-style-type: none"><li>a. a notable person whose deeds or exploits are much talked about in his or her own time</li><li>b. the stories of his or her exploits</li></ul> <p>Jeffrey Magee was considered a legend in Two Mills due to such</p>
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			<p>exploits as intercepting Brian Denehy's pass to Hands Down and untying Cobble's Knot. Research individuals who have been considered legends to discover why. Write an informative essay using evidence from at least two sources to support your response.</p> <p><b>Diversity &amp; Inclusion</b></p> <p><a href="https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf">https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf</a></p> <p><a href="https://www.common sense.org/education/top-picks/diversity-equity-and-inclusivity-resources-for-classrooms">https://www.common sense.org/education/top-picks/diversity-equity-and-inclusivity-resources-for-classrooms</a></p> <p><a href="https://www.responsiveclassroom.org/educator-resources/diversity-equity-and-inclusion-resources/">https://www.responsiveclassroom.org/educator-resources/diversity-equity-and-inclusion-resources/</a></p> <p><b>LGBTQ- Inclusive Lessons</b> <b>Connecting With Intersectionality Through 'Alvin Alley'</b></p> <p><a href="https://www.teach.lgbt/lesson/connecting-with-intersectionality-through-alvin-ailey/">https://www.teach.lgbt/lesson/connecting-with-intersectionality-through-alvin-ailey/</a></p> <p><b>Expanding Character Traits Through 'Better Nate Than Ever'</b></p>
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<b>Unit 2</b>	Marking Period 2	<p><i><b>I Am Malala</b></i> by Mala Yousafazi or a level based novel depending on the ELP level of the student(s)</p> <p><b>Alternative Novel Suggestions:</b>  <i>ELP 1 – <b>The Undeclared</b> - Kwame Alexander</i>  <i>ELP 2 - <b>Between the Lines: How Ernie Barnes Went from the Football Field to the Art Gallery</b> - Sandra Neil Wallace</i>  <i>ELP 3 - <b>Homesick</b> - Jean Fritz</i>  <i>ELP 4 - grade level novel (mentioned above)</i>  <i>ELP 5 - grade level novel (mentioned above)</i></p> <p><b>Literary Focus:</b>  Elements of a memoir  Elements of style  Elements of plot  Central idea  Characters point of view  Symbolism  Author’s voice &amp; tone</p>	<p><b>Poems Aligned to Text:</b>  -<i>Brown Girl Dreaming</i>, by Jacqueline Woodson</p> <p>“See It Through” - Edgar Guest  <a href="https://www.poemhunter.com/poem/see-it-through/">https://www.poemhunter.com/poem/see-it-through/</a></p> <p>“Standing Up for Myself” - Connie Webb  <a href="https://www.poemhunter.com/poem/standing-up-for-myself/">https://www.poemhunter.com/poem/standing-up-for-myself/</a></p> <p>“The Key of Life” - Stanley Oguh  <a href="https://www.poemhunter.com/poem/standing-up-for-myself/">https://www.poemhunter.com/poem/standing-up-for-myself/</a></p>	<p><b>Reading Check Question</b></p> <p><b>Journal</b>  <b>Dialectical Journal (ELP 3- 5) or Chapter Summary Journal Entry (ELP 1 -3)</b>  <a href="https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9Cdialectic%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.">https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9Cdialectic%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.</a></p> <p><b>Research Analysis Task:</b>  One reviewer has stated, "Ms. Yousafzai has single-handedly turned the issue of the right of girls - and all children - to be educated into headline news." Who else has had this kind of</p>

		<p>Point of view          Setting          Figurative language: simile, imagery, irony          Vocabulary          Conflict</p> <p><b>Themes:</b>          Power of education          Activism &amp; change          Family          Childhood &amp; maturity          Honesty          Freedom          Knowledge vs. ignorance</p>	<p><a href="https://www.poemhunter.com/poem/the-key-to-life-3/">.com/poem/the-key-to-life-3/</a></p> <p>“Education is the Key to Success”          - Abdul Majid  <a href="https://www.poemhunter.com/poem/education-is-the-key-to-success/">https://www.poemhunter.com/poem/education-is-the-key-to-success/</a></p> <p>“Promise Yourself”-          Christian Larson</p> <p><b>(Play)</b> “The Amazing Nellie Bly” Laurel Haines Reading Street Readers’ Theater</p> <p>“The Gift of the Magi”          Jennifer Dignan Scope Magazine December 2018-January 2019</p> <p><b>Seasonal poems:</b>          “The Dance of the Thirteen Skeletons” Jack Prelutsky</p> <p>“Veterans Day Salute!” Kim Robin Edwards</p>	<p>effect globally? What was the topic, and how is that issue faring? Do you think Malala's impact will continue?</p> <p><b>Narrative Essay:</b>          Write an alternative ending, narrative essay in the author’s voice and tone.</p> <p><b>Literary Analysis Task:</b>          How can we make our voices heard? After reading <i>I am Malala</i>, write a literary essay in which you answer this question. In order to write your essay, select and analyze any one of the following areas:</p> <ul style="list-style-type: none"> <li>- a key person from the text</li> <li>- the setting</li> <li>- a theme from the text</li> </ul> <p><a href="https://www.writingclasses.com/classes/description/memoir-writing?utm_source=bingads&amp;utm_medium=cpc&amp;utm_term=memoir+writing&amp;utm_campaign=writing+workshops+classes&amp;utm_content=Memoir%20Writing">https://www.writingclasses.com/classes/description/memoir-writing?utm_source=bingads&amp;utm_medium=cpc&amp;utm_term=memoir+writing&amp;utm_campaign=writing+workshops+classes&amp;utm_content=Memoir%20Writing</a></p> <p><a href="https://www.nj.gov/education/holocaust/curriculum/materials/docs/to_honor_all_children_file1.pdf">https://www.nj.gov/education/holocaust/curriculum/materials/docs/to_honor_all_children_file1.pdf</a></p>
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<b>Unit 2-3</b>	Marking Periods 2-3	<p><b><i>Phantom Tollbooth</i></b> by Norton Juster or a level based novel depending on the ELP level of the student(s)</p> <p><b>Alternative Novel Suggestions:</b>  <i>ELP 1 - The Great Thanksgiving Escape - Mark Fearing</i>  <i>ELP 2 - The Great Pet Escape - Victoria Jamieson</i>  <i>ELP 3 - Grandpa's Great Escape - David Walliams</i>  <i>ELP 4 - grade level novel (mentioned above)</i>  <i>ELP 5 - grade level novel (mentioned above)</i></p> <p><b>Themes:</b>  The value of education  Using common sense  Escaping boredom  Fantasy enriches reality  Balance</p>	<p><b>Poems Aligned to text:</b>  <i>"Today is Very Boring"</i> Jack Prelutsky   <i>"Boredom"</i> Eleanor Farjeon</p> <p><b>Seasonal Poetry:</b>  <i>"Hope is the thing with feathers"</i> Emily Dickinson  <b>(Play)</b> Phantom Tollbooth  <a href="https://rioranchomiddle.rps.net/UserFiles/Servers/Server_133892/File/6ELA/Grade%206,%20Unit%204%20Student%20Edition.pdf">https://rioranchomiddle.rps.net/UserFiles/Servers/Server_133892/File/6ELA/Grade%206,%20Unit%204%20Student%20Edition.pdf</a></p> <p>-<i>"A Wrinkle in Time"</i> by Madeleine L'Engle</p>	<p><b><u>Reading Check Question</u></b></p> <p><b><u>Journal</u></b>  Dialectical Journal (ELP 3- 5) or Chapter Summary Journal Entry (ELP 1 -3)  <a href="https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9Cdialectic%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.">https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9Cdialectic%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.</a></p> <p><b><u>Expository/Explanatory Writing Task:</u></b>  In The Phantom Tollbooth, the author Norton Juster plays tricks with words to connect the stages</p>

		<p><b>Literary Focus:</b>          Figurative language          Vocabulary          Conflict          Imagery          Elements of style          Theme          Character development          Elements of plot</p>	<p>-<i>"From the Mixed Up Files of Mrs. Basil E. Frankweiler"</i> by E.L. Conigsburg</p> <p><i>"James and the Giant Peach"</i>          by Roald Dahl</p> <p><b>(Play)</b> Phantom Tollbooth  <a href="https://rioranchomiddle.rps.net/UserFiles/Servers/Server_133892/File/6ELA/Grade%206,%20Unit%204%20Student%20Edition.pdf">https://rioranchomiddle.rps.net/UserFiles/Servers/Server_133892/File/6ELA/Grade%206,%20Unit%204%20Student%20Edition.pdf</a></p>	<p>of Milo's journey to stages we go through in our lives. For example, Milo travels towards a place called "Expectations" but gets caught in the "Doldrums," just as we travel in life towards things we are excited about (Expectations) but sometimes lose steam or get discouraged along the way (Doldrums, or depression). Choose any part of the book you like, and talk about what the author's "word tricks" mean and symbolize in that section. Use evidence from the text to show the connections to what you think Juster was talking about both literally and figuratively.</p> <p><b><u>Narrative Writing Task:</u></b></p> <p>1. Demonstrating your knowledge of writing events in sequence and using descriptive language, write a very short story telling of a fantastical adventure such as the one the one Milo takes when he goes through the magical tollbooth (you can also think about other similar stories you've heard, such as The Wizard of Oz or Alice in Wonderland). Be as creative as you'd like; go down a drainpipe, into a grain of sand, to the reaches of outer space, or inside the mind of your dog - you</p>
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			<p>name it! Compare yourself to at least one character from one other book, movie, or poem in your piece using proper title punctuation.</p> <p>2. Take the setting(s) of the novel and imagine a place with completely opposite features-geography, climate, and wildlife. Write a narrative in the author's voice following the main plot of the story.</p> <p><b><u>Argument Writing Task:</u></b> After reading The Phantom Tollbooth and learning about the history and use of numbers and letters, write an opinion essay arguing which you think are more important, letters or numbers. Just like the kings of Dictionopolis and Digitopolis, many people think that numbers are more useful or important than letters and words, and other people think the opposite. Most of us feel like we are a little better at math than English, or a little better at English than math. Using evidence from the text, support your argument that words or numbers are more important. <b>(Essay can still be written without reference to text, if another text is read.)</b></p>
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				<p><b><u>Amistad Law</u></b></p> <p>Students research a famous African American and present information, with visuals to class.</p> <p>Students can research the Amistad Law to understand the basis of it and why it is important to implement it into the classroom.</p> <p>Africa's Rich History -  <a href="https://njsbf.org/wp-content/uploads/2021/03/Africas_Rich_History.pdf">https://njsbf.org/wp-content/uploads/2021/03/Africas_Rich_History.pdf</a></p> <p><a href="https://njsbf.org/wp-content/uploads/2021/03/Map_of_Early_African_Civilizations_Handout_Grades_6-8.pdf">https://njsbf.org/wp-content/uploads/2021/03/Map_of_Early_African_Civilizations_Handout_Grades_6-8.pdf</a></p> <p><a href="https://njsbf.org/wp-content/uploads/2021/03/African_Civilizations_Handout.pdf">https://njsbf.org/wp-content/uploads/2021/03/African_Civilizations_Handout.pdf</a></p> <p><a href="https://njsbf.org/wp-content/uploads/2021/03/Historian_Kits_Kush_Aksum_Mali_and_Great_Zimbabwe_Handout.pdf">https://njsbf.org/wp-content/uploads/2021/03/Historian_Kits_Kush_Aksum_Mali_and_Great_Zimbabwe_Handout.pdf</a></p>
<b>Unit 3</b>	Marking Period 3	<i>The Boy Who Harnessed the Wind</i> by William Kamkwamba	BBC: Famine in Malawi:	<b><u>Reading Check Question</u></b>

		<p><b>Alternative Novel Suggestions:</b>  <i>ELP 1 - Flight School - Lita Judge</i>  <i>ELP 2 - Salt in His Shows: Michael Jordan in Pursuit of a Dream - Deloris Jordan</i>  <i>ELP 3 - How to Steal a Dog - Barbara O'Connor</i>  <i>ELP 4 - grade level novel (mentioned above)</i>  <i>ELP 5 - grade level novel (mentioned above)</i></p> <p><b>Literary Focus:</b>  Point of view  Figurative language  Character development  Elements of narrative nonfiction</p> <p><b>Themes:</b>  Resourcefulness  Determination  Famine  Alternative energy sources  Education  Hope  Economics</p>	<p><a href="http://news.bbc.co.uk/2/hi/africa/1985765.stm">-http://news.bbc.co.uk/2/hi/africa/1985765.stm</a></p> <p><b>Poems aligned with text:</b>  If by Rudyard Kipling  <a href="https://www.poetryfoundation.org/poems/46473/if--">https://www.poetryfoundation.org/poems/46473/if--</a>  -</p> <p>See It Through by Edgar Albert Guest  <a href="https://www.poetryfoundation.org/poems/44318/see-it-through">https://www.poetryfoundation.org/poems/44318/see-it-through</a></p> <p><b>Seasonal Poetry:</b>  I Found A Four Leaf Clover by Jack Prelutsky  <a href="https://www.poetryfoundation.org/poems/48008/i-found-a-four-leaf-clover">https://www.poetryfoundation.org/poems/48008/i-found-a-four-leaf-clover</a></p> <p>Spring by Edna St. Vincent Millay  <a href="https://www.poetryfoundation.org/poems/44728/spring-56d223f01f86e">https://www.poetryfoundation.org/poems/44728/spring-56d223f01f86e</a></p> <p><b>(Play)</b>  “This Is What Courage Looks Like”  -Scope Magazine  November</p>	<p><b>Journal</b>  Dialectical Journal (ELP 3- 5) or Chapter Summary Journal Entry (ELP 1 -3)  <a href="https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9Cdialectic%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.">https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9Cdialectic%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.</a></p> <p><b>Narrative Writing Task:</b>  Rewrite a section of the novel from a William’s sister’s or dog’s point of view <b>OR</b> another character’s point of view.</p> <p><b>Informative/Explanatory Essay:</b>  Explaining how William Kamkwamba uses the scientific method to design and implement a solution to his village’s problem <b>OR</b> describe a problem in the text and explain how it was solved.</p> <p><b>Argumentative Essay:</b>  Write an essay in which you cite evidence to support a thesis debating which causes and effects of the famine in Malawi are the most important and why <b>OR</b> write an essay where you cite evidence</p>
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				to support a thesis debating which causes and effects of a given topic are the most important and why.
<b>Unit 4</b>	Marking Period 4	<p><b><i>Walk Two Moons</i></b> by Sharon Creech</p> <p><b>Alternative Novel Suggestions:</b>  <i>ELP 1 - Light a Candle</i> - Godfrey Nkongolo and Eric Walters  <i>ELP 2 - Who Could it Be at this House?</i> - Lemony Snicket  <i>ELP 3 - Old Yeller</i> - Fred Gipson  <i>ELP 4 - grade level novel (mentioned above)</i>  <i>ELP 5 - grade level novel (mentioned above)</i></p> <p><b>Literary Focus:</b>  Point of view  Figurative language  Elements of plot (parallel story)  Conflict  Foreshadowing  Compare/contrast  Setting  Characterization  Prediction</p> <p><b>Themes:</b>  Empathy  Sympathy  Loss  Prejudging  Internal and external conflicts  “Coming of age”</p>	<p><b>Poems aligned with text:</b>  <i>-The Tide Rises, the Tide Falls</i>, by Henry Wadsworth Longfellow  <i>-the little horse is newLY</i>, by E.E. Cummings</p> <p><b>Seasonal Poetry:</b>  “The Last Day of School” by Stephanie Calmenson  <i>The Poetry Friday Anthology for Middle School</i> pg. 253</p> <p>“I Came to Visit You Today” by Shauna Ruud  <a href="https://www.familyfriendpoems.com/poem/i-came-to-visit-you-today">https://www.familyfriendpoems.com/poem/i-came-to-visit-you-today</a></p> <p><b>(Play)</b>  “Pandora’s Box” Scope Magazine December 2013</p>	<p><b>Reading Check Question</b></p> <p><b>Journal</b>  <b>Dialectical Journal (ELP 3- 5) or Chapter Summary Journal Entry (ELP 1 -3)</b>  <a href="https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9Cdialectic%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.">https://www.template.net/business/journal-templates/dialectical-journal-templates/#:~:text=A%20dialectical%20journal%20is%20a%20kind%20of%20journal,%E2%80%9Cdialectic%E2%80%9D%2C%20it%20is%20a%20form%20of%20intellectual%20investigation.</a></p> <p><b>Narrative Essay:</b>  1. Write a personal narrative that includes an event that helped you see a possibly difficult situation as a learning experience.  2. Write an original narrative as an alternate ending. In your story, be sure to use what has been learned about character and setting to determine how Sal’s identity would be different if she had not lost her mother and moved <b>OR</b> Write an original narrative as an alternate ending. In your story, be</p>

		<p>Relationships Native American culture</p>		<p>sure to use what has been learned about character and setting.</p> <p><b><u>Expository/Explanatory:</u></b> Research the various places Sal visits with her grandparents. Write an expository/explanatory essay describing this trip. Explain the trip as if you were guiding someone through it. (include direction, landmarks, historical significance, etc.) <b>OR</b> research a place you have visited or would like to visit. Write an expository/explanatory essay describing this trip. Explain the trip as if you were guiding someone through it. (include direction, landmarks, historical significance, etc..)</p> <p><b><u>School Climate</u></b></p> <p>Survey - <a href="https://www.state.nj.us/education/students/safety/behavior/njscs/NJSCS_MSHS_Student_Q.pdf">https://www.state.nj.us/education/students/safety/behavior/njscs/NJSCS_MSHS_Student_Q.pdf</a></p> <p>Comparison Chart - weather vs. climate Edible Greenhouse Gas Models</p> <p>Climate Change Word Search <a href="https://www.weareteachers.com/climate-change-activities/">https://www.weareteachers.com/climate-change-activities/</a></p>
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(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A.</i> <i>18A</i> <i>52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A.</i> <i>18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A.</i> <i>18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A.</i> <i>18A:35-4.36a</i>	X	Standards in Action: <i>Climate</i> <i>Change</i>	
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