

Marking Period		Unit Title	Recommended Instructional Days
1		Narrative and Short Stories	8-10 Weeks
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</b>	
<b>Progress Indicator:</b> <b>Key Ideas and Details:</b> RL.11-12.1. RL.11-12.2. RL.11-12.3.  <b>Craft and Structure:</b> RL.11-12.4. RL.11-12.5. RL.11-12.6.  <b>Integration of Knowledge and Ideas:</b> RL.11-12.7.  <b>Range of Reading and Level of Text Complexity:</b> RL.11-12.10.  <a href="#">Grade 11-12 NJSL</a>	<b>Progress Indicator:</b> <b>Key Ideas and Details:</b> RI.11-12.1. RI.11-12.2. RI.11-12.3.  <b>Craft and Structure:</b> RI.11-12.4. RI.11-12.5. RI.11-12.6.  <b>Integration of Knowledge and Ideas:</b> RI.11-12.7.  <b>Range of Reading and Level of Text Complexity:</b> RI.11-12.10.		
<b>Companion Standards Subject:</b>	<b>Writing Strand:</b>		
<b>Progress Indicator:</b> <b>Key Ideas and Details:</b> RH.11-12.1. RH.11-12.2. RH.11-12.3.	<b>Progress Indicator:</b> <b>Text Types and Purposes:</b> W.11-12.3. W.11-12.3.a. W.11-12.3.b. W.11-12.3.c.	<b>Essential Question/s:</b> - Where do writers find inspiration? - What essential elements and writing techniques do writers use to bring their narrative/short story to life? - What qualities make a strong and effective creative writer?	

<p><b>Craft and Structure:</b> <i>RH.11-12.4.</i></p> <p><b>Integration of Knowledge and Ideas:</b> <i>RH.11-12.7.</i></p> <p><b>Range of Reading and Level of Text Complexity:</b> <i>RH.11-12.10.</i></p> <p><a href="#"><u>Grade 11-12 History Standards</u></a></p>	<p><i>W.11-12.3.d.</i> <i>W.11-12.3.e.</i></p> <p><b>Production and Distribution of Writing:</b> <i>W.11-12.4.</i> <i>W.11-12.5.</i></p> <p><b>Research to Build and Present Knowledge:</b> <i>W.11-12.8.</i></p> <p><b>Range of Writing:</b> <i>W.11-12.10.</i></p>	<p>- Why should we study various authors in order to understand what it means to be a good writer?</p> <p><b>Activity Description:</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>- Broaden their experiences through creative and critical thinking.</li> <li>- Transcend barriers of time and place as they explore the imaginary world.</li> <li>- Recognize the timelessness of the literary traditions and their relevance to the real and imaginary world.</li> <li>- Expand their understanding of literary texts through discussion and reflection.</li> <li>- Increase their awareness of the importance of literary forms and the power of language.</li> <li>- Apply their learned knowledge to write their own short story and/or narrative.</li> <li>- Revise their own writing and the writing of their peers to establish an effective writing process.</li> </ul> </li> </ul> <p><b>Unit Vocabulary and Elements of Discussion:</b></p> <ul style="list-style-type: none"> <li>- Point of View</li> <li>- Theme</li> <li>- Dialogue</li> <li>- Sequence of Events</li> <li>- Character</li> <li>- Setting</li> <li>- Plot</li> <li>- Figurative Language</li> <li>- Imagery</li> <li>- Sensory Language</li> </ul> <p><b>Blog Posts:</b></p> <ul style="list-style-type: none"> <li>- For every unit, the students will have their own blog page through (blogger.com). As we explore various texts, students</li> </ul>
<p><b>Speaking and Listening Strand:</b></p>	<p><b>Language Strand:</b></p>	
<p><b>Progress Indicator:</b> <b>Comprehension and Collaboration:</b> <i>NJSLSA.SL1.</i> <i>NJSLSA.SL1.a.</i> <i>NJSLSA.SL1.b.</i> <i>NJSLSA.SL1.c.</i> <i>NJSLSA.SL1.d.</i> <i>NJSLSA.SL2.</i> <i>NJSLSA.SL3.</i></p> <p><b>Presentation of Knowledge and Ideas:</b> <i>NJSLSA.SL4.</i> <i>NJSLSA.SL5.</i> <i>NJSLSA.SL6.</i></p>	<p><b>Progress Indicator:</b> <b>Conventions of Standard English:</b> <i>L.11-12.1.</i> <i>L.11-12.2.</i></p> <p><b>Knowledge of Language:</b> <i>L.11-12.3.</i> <i>L.11-12.4.</i> <i>L.11-12.4.a.</i> <i>L.11-12.5.</i> <i>L.11-12.5.a.</i> <i>L.11-12.6.</i></p>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	

<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p><b><i>Self-Awareness:</i></b></p> <ul style="list-style-type: none"> <li>- Recognize one's feelings and thoughts.</li> <li>- Recognize the impact of one's feelings and thoughts on one's own behavior.</li> <li>- Recognize one's personal traits, strengths, and limitations.</li> <li>- Recognize the importance of self-confidence in handling daily tasks and challenges.</li> </ul> <p><b><i>Self-Management:</i></b></p> <ul style="list-style-type: none"> <li>- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.</li> <li>- Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.</li> </ul> <p><b><i>Social Awareness:</i></b></p> <ul style="list-style-type: none"> <li>- Recognize and identify the thoughts, feelings, and perspectives of others.</li> <li>- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.</li> <li>- Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> </ul>	<p>must post <i>at least 2</i> blog posts every week and respond to <i>at least 2</i> of their peers' blog posts. These posts must explore the texts that we are reading and/or the students' drafts/ideas for their writing.</p> <ul style="list-style-type: none"> <li>- For this unit (Narrative and Short Story), students may write about the texts we are reading, or they can write about the following elements from their narrative/short story: <ul style="list-style-type: none"> <li>- Characters</li> <li>- Setting</li> <li>- Changes in Plot</li> <li>- Areas of Struggle</li> <li>- Areas of Success</li> <li>- Inspiration for their Writing</li> <li>- etc.</li> </ul> </li> <li>- These blog posts will allow students to reflect on their reading, while providing a platform for students to discuss in the written form beyond the classroom discussions. Additionally, students can receive running feedback from their peers on their ideas/thoughts in regards to their final writing piece (in this unit, it will be a narrative or short story).</li> </ul> <p><b>Anchor Texts:</b></p> <ul style="list-style-type: none"> <li>- "The Story of an Hour" by Kate Chopin</li> <li>- "The Tell Tale Heart" by Edgar Allan Poe</li> <li>- "All Summer in a Day" by Ray Bradbury</li> <li>- "The Lottery" by Shirley Jackson</li> <li>- "The Monkey's Paw" by W.W. Jacobs</li> <li>- "Eleven" by Sandra Cisneros</li> <li>- "The True Story of the Three Little Pigs" by Jon Scieszka</li> </ul> <p><b>Week 1 → Introducing Blogs</b> Day 1 (Introduce Blogs), Day 2 and 3 (Create Blogs), Day 4 (Write on Blogs), Day 5 (Respond to Peers)</p> <ul style="list-style-type: none"> <li>- Students will create their own blog pages using blogger.com.</li> <li>- On this platform, the teacher will guide them on what their expectations are for their blogs. We will look at samples of blogs online (i.e. <a href="https://englishblossoms7.blogspot.com">https://englishblossoms7.blogspot.com</a>, etc.)</li> </ul>
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	<ul style="list-style-type: none"> <li>- Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ul> <p><b>Relationship Skills:</b></p> <ul style="list-style-type: none"> <li>- Establish and maintain healthy relationships.</li> <li>- Utilize positive communication and social skills to interact effectively with others.</li> <li>- Identify ways to resist inappropriate social pressure.</li> <li>- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</li> <li>- Identify who, when, where, or how to seek help for oneself or others when needed.</li> </ul> <p><b>Responsible Decision-Making:</b></p> <ul style="list-style-type: none"> <li>- Develop, implement, and model effective problem-solving and critical thinking skills.</li> <li>- Identify the consequences associated with one's actions in order to make constructive choices.</li> <li>- Evaluate personal, ethical, safety, and civic impact of decisions.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be instructed on what to do (and what NOT to do) on their blogs, as well as developing respectful means of relaying their opinions and ideas to their peers' writing.</li> <li>- In order to practice blogging, students will answer the question: What are your goals for this school year? What will you do to achieve those goals?</li> <li>- Students will respond to <i>at least</i> two of their peers' blog posts.</li> </ul> <p><b>NJSLS#:</b> W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p><b>Week 2 → Introducing Narrative</b> Day 1 (Introduce Narrative), Day 2 ("The Story of an Hour" by Kate Chopin), Day 3 (Workshop Activity), Day 4 (Writing Practice), Day 5 (Writer's Workshop on Blog)</p> <ul style="list-style-type: none"> <li>- What is a narrative? <ul style="list-style-type: none"> <li>- What are elements of a narrative?</li> <li>- Sequence of Events and Plot Diagram</li> </ul> </li> <li>- Explore Kate Chopin's "The Story of an Hour" → What makes this narrative engaging? i.e. word choice, suspense, sentence structure, imagery, etc. (Target Vocabulary: Sequence of Events, Imagery)</li> <li>- Workshop Activity: Students will be given "boring" sentences, and they must turn it into a more engaging sentence. Refer back to "The Story of an Hour" by Kate Chopin.</li> <li>- Let's Practice Writing: Students will be randomly given a sentence and they must write their own narrative using that sentence to start. This will give students a place to start practicing writing, while giving them the opportunity to have creative freedom to take the story down any road they'd like.</li> <li>- Blog Posts: Students will post their narratives on their blogs and their peers will respond to <i>at least</i> two of them.</li> </ul> <p><b>NJSLS#:</b> W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6., RL.11-12.1., RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.10.</p> <p><b>Week 3 → Figurative Language and Sensory Language</b></p>
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		<p>narrative that were previously discussed (i.e. figurative language).</p> <ul style="list-style-type: none"><li>- We will use whole-class discussion in order to explore the text and the elements of discussion.</li><li>- Students should have discussion questions in order to guide them.</li><li>- Students will write a blog post writing about their ideas, opinions, perspectives of “All Summer in a Day” by Ray Bradbury.</li><li>- Students will also respond to <i>at least</i> two of their peers.</li></ul> <p>- As a class, we will read “The Lottery” by Shirley Jackson to explore how else dialogue can look, while examining elements of narrative that were previously discussed (i.e. figurative language).</p> <ul style="list-style-type: none"><li>- We will use whole-class discussion in order to explore the text and the elements of discussion.</li><li>- Students should have discussion questions in order to guide them.</li><li>- Students will write a blog post writing about their ideas, opinions, perspectives of “The Lottery” by Shirley Jackson.</li><li>- Students will also respond to <i>at least</i> two of their peers.</li></ul> <p><b>NJSLS#:</b> W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6., RL.11-12.1., RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.10.</p> <p><b>Week 5 → Theme/Message</b></p> <p>Day 1 (Theme and Theme Practice Using Music), Day 2 - 3 (“The Monkey’s Paw” Reading and Discussion), Day 4 (Blog Posts and Peer Response), Day 5 (“Eleven” Reading, Discussion, Blog Posts, and Peer Response)</p> <ul style="list-style-type: none"><li>- What is a theme?<ul style="list-style-type: none"><li>- What are examples of themes?</li><li>- Practice identifying themes through songs. As a class, we will listen to two songs and then decide what the theme is for those two songs.</li></ul></li><li>- As a class, we will read “The Monkey’s Paw” by W.W. Jacobs to explore theme(s), while examining elements of narrative that were previously discussed (i.e. figurative language).</li></ul>
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		<ul style="list-style-type: none"><li>- We will use whole-class discussion in order to explore the text and the elements of discussion.</li><li>- Students should have discussion questions in order to guide them.</li><li>- Students will write a blog post writing about their ideas, opinions, perspectives of “The Monkey’s Paw” by W.W. Jacobs..</li><li>- Students will also respond to <i>at least</i> two of their peers.</li><li>- As a class, we will read “Eleven” by Sandra Cisneros to explore theme(s), while examining elements of narrative that were previously discussed (i.e. figurative language).<ul style="list-style-type: none"><li>- We will use whole-class discussion in order to explore the text and the elements of discussion.</li><li>- Students should have discussion questions in order to guide them.</li><li>- Students will write a blog post writing about their ideas, opinions, perspectives of “Eleven” by Sandra Cisneros.</li><li>- Students will also respond to <i>at least</i> two of their peers.</li></ul></li></ul> <p><b>NJSLS#:</b> W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6., RL.11-12.1., RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.10., RL.11-12.2.</p> <p><b>Week 6 → Story Continuation and/or Rewrite</b> Day 1 (Introducing Story Rewrite/Continuation and “The True Story of the Three Little Pigs”), Day 2-4 (Write Own Story Rewrite/Continuation), Day 5 (Respond to Peers on Blog).</p> <ul style="list-style-type: none"><li>- What is a Story Rewrite or Continuation?</li><li>- Students will view a short video on the children’s story– “The Three Little Pigs.” Although some students may know the story, others may not.<ul style="list-style-type: none"><li>- As a class, we will read “The True Story of the Three Little Pigs” by Jon Scieszka to explore how the story has changed, while examining elements of narrative that were previously discussed (i.e. figurative language).<ul style="list-style-type: none"><li>- We will use whole-class discussion in order to explore the text and the elements of discussion.</li></ul></li></ul></li></ul>
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		<ul style="list-style-type: none"><li>- Students should have discussion questions in order to guide them.</li><li>- Students will write a blog post writing about their ideas, opinions, perspectives of “The True Story of the Three Little Pigs” by Jon Scieszka.</li><li>- Students will also respond to <i>at least</i> two of their peers.</li><li>- Students will have the opportunity to write their <i>own</i> story rewrite or continuation using any story that they would like. They will be allowed to research stories, or if they would like, the teacher can randomly assign them one in order to get them started and give them a little head start to write their creative piece.</li><li>- Students will respond to <i>at least</i> two of their peers’ writing.</li></ul> <p><b>NJSLS#:</b> W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6., RL.11-12.1., RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.10.</p> <p><b>Week 7 until End of Marking Period → Drafting, Writing, and Rewriting Short Story</b></p> <ul style="list-style-type: none"><li>- After exploring different narratives and the elements that make an engaging narrative, students will write their own narrative. Although they have practiced writing shorter texts, students will be tasked with writing a longer narrative of their choosing.</li><li>- Teacher should set the following due dates: Idea Submission, Draft 1, Peer Editing, Final Draft.</li><li>- <b>Requirements:</b><ul style="list-style-type: none"><li>- Narrative/Short Story should be <i>at least</i> 4 pages long (12pt font, Times New Roman, 1-inch margins).</li><li>- Narrative must include <i>at least</i> two instances of dialogue.</li><li>- Narrative must include <i>at least</i> eight instances of figurative language.</li><li>- Narrative must include <i>at least</i> five instances of sensory language.</li><li>- Narrative must have a clear theme(s).</li><li>- Narrative must have a clear sequence of events and plot.</li><li>- Narrative must have <i>at least</i> two characters and <i>at least</i></li></ul></li></ul>
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		<p>one setting.</p> <p><b>NJSLS#:</b> W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>- Connection to History → Students may utilize events, characters, settings in history in order to guide and/or implement into their writing.</li> <li>- Connection to Science → Students may utilize their understanding of science and research to expand on their story. For example, <i>Frankenstein</i> by Mary Shelley.</li> </ul>
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Blog Posts</li> <li>● Exit Tickets</li> <li>● Daily “Do Now”s</li> <li>● Annotations</li> <li>● Topic/Idea Submission</li> <li>● Peer Editing Worksheet(s)</li> <li>● Narrative Pieces</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Diagnostic/District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Final Submission of Narrative/Short Story</li> </ul> <p><b>Final Narrative/Short Story:</b></p> <ul style="list-style-type: none"> <li>- After exploring different narratives and the elements that make an engaging narrative, students will write their own narrative. Although they have practiced writing shorter texts, students will be tasked with writing a longer narrative of their choosing.</li> <li>- Teacher should set the following due dates: Idea Submission, Draft 1, Peer Editing, Final Draft.</li> <li>- <b>Requirements:</b> <ul style="list-style-type: none"> <li>- Narrative/Short Story should be <i>at least</i> 4 pages long (12pt font, Times New Roman, 1-inch margins).</li> <li>- Narrative must include <i>at least</i> two instances of dialogue.</li> <li>- Narrative must include <i>at least</i> eight instances of figurative language.</li> <li>- Narrative must include <i>at least</i> five instances of sensory</li> </ul> </li> </ul>

	<p>language.</p> <ul style="list-style-type: none"><li>- Narrative must have a clear theme(s).</li><li>- Narrative must have a clear sequence of events and plot.</li><li>- Narrative must have <i>at least</i> two characters and <i>at least</i> one setting.</li></ul>		
<p><b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"><li>● “The Story of an Hour” by Kate Chopin</li><li>● “The Tell Tale Heart” by Edgar Allan Poe</li><li>● “All Summer in a Day” by Ray Bradbury</li><li>● “The Lottery” by Shirley Jackson</li><li>● “The Monkey’s Paw” by W.W. Jacobs</li><li>● “Eleven” by Sandra Cisneros</li><li>● “The True Story of the Three Little Pigs” by Jon Scieszka</li></ul>	<ul style="list-style-type: none"><li>● Text-to-Speech Applications</li><li>● Anchor Charts</li><li>● Modified Version of Texts</li><li>● Audio of Text</li><li>● Large Font Text</li><li>● Provide a Variety of Materials</li><li>● Provide Options for Perception</li></ul>	<ul style="list-style-type: none"><li>● Spanish Language Version of the Text (when available).</li><li>● Audio Summary</li><li>● Cultivate Relationships and Be Culturally Responsive.</li><li>● Narrative Topic Choice</li><li>● Reflection Activities (i.e. blogs)</li><li>● Pair Work</li></ul>	<ul style="list-style-type: none"><li>● Leadership Roles</li><li>● Speak to Student Interests.</li><li>● Plan for Differentiation.</li><li>● Provide a Variety of Above-Level Material.</li></ul>
<p><b>Supplemental Resources</b></p>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"><li>● Blogger.com</li><li>● Schoology</li><li>● Google Drive</li><li>● Google Slides</li><li>● Prezi</li><li>● Flipgrid</li><li>● Kahoot!</li><li>● TedED Talks</li></ul>			

- Padlet
- Nearpod
- CommonLit
- Youtube

Other:

- In “The Story of an Hour,” Chopin’s underlying message/theme is about the struggles that were present in the nineteenth century, in which there were clear gender roles: women were in the kitchen/home and men were the breadwinners. Nowadays, we will explore this change and how “The Story of an Hour” may change in 2022.
  - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- When Shirley Jackson wrote “The Lottery” in the 1940s, Germany was undergoing great tribulation as the Holocaust was underway. As Jackson discusses, there is a “mob mentality” that was present in both her narrative and the Holocaust: from a fictional narrative to a real-life event. This connection will be drawn as students examine the horrific measures that individuals will go to in order to protect themselves, despite taking the lives of others.
  - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- “Eleven” by Sandra Cisneros tells a coming of age story through the perspective of a teacher. Sandra Cisneros is a Mexican-American, which may be relevant to some students as they share their heritage and culture.
  - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• Allow for access to print and digital versions and exemplar of culminating writing tasks.</li> <li>• “The Story of an Hour” by Kate Chopin</li> <li>• “The Tell Tale Heart” by Edgar Allan Poe</li> <li>• “All Summer in a Day” by Ray Bradbury</li> <li>• “The Lottery” by Shirley Jackson</li> <li>• “The Monkey’s Paw” by W.W. Jacobs</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighting and annotation of text.</li> <li>• Text-To-Speech application.</li> <li>• Anchor Chart for Vocabulary &amp; Text Structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Anchor Chart for Vocabulary &amp; Text Structure.</li> <li>• Audio Summary.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>• Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students’ choices of activities in learning the content.</li> </ul>

<ul style="list-style-type: none"> <li>• “Eleven” by Sandra Cisneros</li> <li>• “The True Story of the Three Little Pigs” by Jon Scieszka</li> </ul>			<ul style="list-style-type: none"> <li>• Environmental Strategies: Arrange for a mentor to work with the student in the interest area. Cluster group gifted/talented students by areas of strength in the classroom.</li> </ul>
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New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>