

Marking Period	Unit Title	Recommended Instructional Days
1	Unit 1: Generations	42
<p>Reading Literature Text Strand:</p> <p><i>Progress Indicator:</i> Progress Indicators for Reading Literature: Key Ideas and Details RL.7.1 RL.7.2 Craft and Structure RL.7.4 Range of Reading and Level of Text Complexity RL.7.10</p> <p>Grade 7 NJSL</p>	<p>Reading Informational Text Strand:</p> <p><i>Progress Indicator:</i> Progress Indicators Informational Text: Key Ideas and Details RI.7.1 RI.7.2 RI.7.3 Craft and Structure RI.7.5 RI.7.6 RI.7.7 RI.7.9 Range of Reading and Level of Text Complexity RI.7.10</p>	<p style="text-align: center;">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</p>
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p><i>Progress Indicator:</i> Key Ideas and Details RH.6-8.1 RH.6-8.2 RH.6-8.3 Craft and Structure RH.6-8.4 RH.6-8.5 RH.6-8.6 Integration of Knowledge and Ideas RH.6-8.7 RH.6-8.8</p>	<p><i>Progress Indicator:</i> Text Types and Purposes W.7.2 W.7.3 W.7.5 W.7.6. Research to Build and Present Knowledge W.7.7 W.7.9 Range of Writing W.7.10</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● What can one generation learn from one another? ● What unexpected event shows how a person can influence someone from another generation? ● What new knowledge or skills can you learn from someone of a different generation? ● In what situations can one generation learn from another? <p>Whole-Class Learning</p> <p>Instructional Resource (Launch Text):“Grounded” pgs. 6-9</p> <p>Activity Description:</p>

<p>RH.6-8.9 Range of Reading and Level of Text Complexity RH.6-8.10</p>		<p>Activate Prior Knowledge and Experiences:</p> <ol style="list-style-type: none"> 1. Ask students to discuss the term generation. What do certain generations have in common and what is different? 2. Have students copy the definition of nonfiction narrative as explained on pg. 6. <p>NJSLS: SL.7.1.</p>
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p>Progress Indicator: Comprehension and Collaboration SL.7.1 views. SL.7.2 Presentation of Knowledge and Ideas SL.7.4 SL.7.5 SL.7.6</p>	<p>Progress Indicator: Conventions of Standard English L.7.1 L.7.1.a L. 7.2 L. 7.2a L. 7.2b Knowledge of Language L.7.3 L.7.3.a Vocabulary and Acquisition and Use L.7.4 L.7.4.a L.7.4.b L.7.4.c L.7.4.d L.7.5 L.7.5.b L.7.5.c L.7.6</p>	<p>Academic Concept and Vocabulary:</p> <ul style="list-style-type: none"> ● Word Network: Students add new words to their Word Network as they read texts in the unit. NJSLS: L.7.3, L.7.4. ● Read and Annotate - (Model) ● Summary - Students write a summary of the Launch Text. ● Launch Activity - Students participate in an activity related to the unit theme. ● QuickWrite - Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? NJSLS: W.7.1 <hr/> <p><u>Instructional Resource: Anchor Text: “A Simple Act” by Tyler Jackson pgs. 32-41</u></p> <p><u>Activity Description:</u></p> <p>Activate Prior Knowledge and Experiences:</p> <ol style="list-style-type: none"> 1. Ask students to talk about chance encounters with people and how those encounters sometimes lead to important, lasting friendships. 2. Ask students how they met their closest friends and how their friends have influenced their lives. NJSLS: SL.7.1 <p>-MAKING MEANING-</p> <ul style="list-style-type: none"> ● Concept Vocabulary words: <i>connects, encouraged, influence, bond</i> ● First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time. ● Comprehension Check- Students complete comprehension questions.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

Self-Awareness
Self-Management
Social Awareness
Relationship Skills
Responsible Decision-Making

Self-Awareness -

- 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

Self-Management-

- 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.

Social Awareness-

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence. **(Use Question #1(B) as RACE strategy. Focus on having students turn "Do you think?" style questions into third person. Do not have students answer with "I think". ADD TO THE QUESTION: "Use textual evidence to support your response)**
- **Analyze Craft & Structure: Author's Point of View-** Students will analyze the author's use of weighted words and phrases.

NJSLS:RL.7.1., RL.7.6.

-LANGUAGE DEVELOPMENT-

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

NJSLS: L.7.1., L.7.4.

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

Activity Description:

Activate Prior Knowledge and Experiences

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

NJSLS: SL.7.1.

-MAKING MEANING-

- **Concept Vocabulary:** resilience, perseverance, generosity
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.

	<ul style="list-style-type: none">• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings <p><u>Relationship Skills-</u></p> <ul style="list-style-type: none">• Establish and maintain healthy relationships• Utilize positive communication and social skills to interact effectively with others• Identify ways to resist inappropriate social pressure• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways• Identify who, when, where, or how to seek help for oneself or others when needed. <p><u>Responsible Decision-Making-</u></p> <ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one's actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions.	<ul style="list-style-type: none">• Close Read the Text- Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text• Analyze the Text- Students will respond to questions about the text, citing textual evidence.• Analyze Craft and Structure: Narrative Point of View- Students complete activities finding examples of first- person point of view. (Use Question #3 as RACE strategy on page 47. Focus on having students turn “Do you think?” style questions into third person. Do not have students answer with “I think”. Focus on answering two questions in one RACE response. <p>NJSLS:RL.7.1., RL.7.6.</p> <p>-LANGUAGE DEVELOPMENT-</p> <ul style="list-style-type: none">• Concept Vocabulary Students complete activities related to the Concept Vocabulary words: resilience, perseverance, generosity• Word Study: Latin Suffix: -ity- Students complete activities relating to the Latin Suffix -ity.• Conventions: Adjectives Students identify coordinate and cumulative adjectives. (Use IXL Skill Plan to reinforce.) <p>NJSLS: L.7.2.A, L.7.4.B, L.7.5, L7.5.B</p> <p>EFFECTIVE EXPRESSION</p> <ul style="list-style-type: none">• Writing to Compare Students will write an explanatory essay analyzing the way the two authors Schroff and Jackson present information about the same topic. (See Assessment Section) <p>NJSLS: RI.7.9; W.7.2.B; W.7.2.C; W.7.9; L.7.2.B</p> <hr/> <p><u>Instructional Resource: “Milkweed” by Jerry Spinelli</u></p> <p><u>Activity Description:</u></p> <p>Activate Prior Knowledge and Experiences:</p> <ul style="list-style-type: none">• Webquest on Ghettos during the Holocaust (On Schoology Group) <p>NJSLS: SL 7.1</p> <p>Academic and Concept Vocabulary: (vocabulary.com) Milkweed: Vocabulary.com</p>
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Conventions: Unit 1 Review:

Nouns (IXL Skills AA 1-5) and Pronouns (IXL Skills BB 1-5)- Students mark instances of common, proper, and possessive nouns
Conventions: Nouns and Pronouns Conventions: Nouns and Pronouns (RP) Adverbs - Students identify adverbs in sentences. **Adjectives** - Students identify coordinate and cumulative adjectives. **(Adjectives & Adverbs IXL Skills GG 1-9)**

NJSLS: L.7.1, L.7.2.,L.7.3, L.7.4, L.7.5, L7.5.B

Read and Annotate:

Pre-reading Jigsaw Activity:

Divide the class into groups and ask them to use the Jewish Virtual Library (Jewish Virtual Library www.us-israel.org/jsource/Holocaust/polandtoc.html) to find information about the following topics: ghettos in Poland, Himmler on the treatment of ethnic groups and Jews, identifying marks for Jews in Poland, Jewish self-help in Warsaw, and the Warsaw Ghetto. Have groups identify the five most important facts about their assigned topics and share with the class. **Paper Clips Lesson on Jewish Virtual Library**

Identified Themes:

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

Thematic Connections & Questions For Group Discussion:

- **Survival**—Uri advises Misha and the other homeless boys that an important survival skill is to remain invisible. How does Misha have a difficult time remaining invisible? What other survival skills do the boys employ? What does Misha teach the Milgroms about survival? What is the greatest threat to the survival of the Jews in the ghetto?
- **Identity**—Discuss what Misha Pilsudski means when he says, “Thanks to Uri, in a cellar beneath a barbershop somewhere in Warsaw, Poland, in autumn of the year 1939, I was born, you might say.” (p. 31) How does the made-up story of his life become so important to him? How does Misha’s identity change throughout the novel? What gives him a true identity at the end of the novel? Discuss Uncle Shepsel’s efforts to give up his identity as a Jew. How is this related to survival?
- **Fear**—Uri is described as “fearless on the streets.” (p. 80) What does Uri teach Misha about fear? Janina has led a privileged life and doesn’t deal with fear until her family is moved to the ghetto. Discuss how Misha helps her cope with her new life. How does fear eventually kill Mrs. Milgrom? At what point in the novel does Misha display the most fear? How does he deal with it?
- **Family**—Ask students to discuss how Misha’s relationship with the Milgrom family changes throughout the novel. At what point does Mr. Milgrom invite him to become a part of the family? Why are Uncle Shepsel and Mrs. Milgrom so reluctant to accept Misha as family? Ask students to discuss how Misha’s desire for family comes full circle by the end of the novel.
- **Friendship**—Brainstorm the qualities of true friendship. Discuss the friendship that develops between Misha and Janina. Engage the class in a discussion about why Misha is such a good friend to the orphans. Why does Dr. Korczak, the head of the orphanage, call Misha a “foolish good-hearted boy”? (p. 65)
- **Memories**—When Misha comes to the United States, he shares his memories of his life in Poland on the street corner. He says that

“running” is his first memory. (p. 1) What might he say is his last memory? Misha won’t share Janina with his family, but he pays tribute to her memory by naming his granddaughter for her. Discuss why he wants to keep that memory to himself. Discuss the symbolism of the milkweed. How does planting milkweed at the end of his yard preserve his memories of Poland?

Analyze Craft & Structure: After reading *Milkweed* by Jerry Spinelli and “The Girl Who Lived Forever” by Kristin Lewis answer the following prompt: According to *Milkweed* by Jerry Spinelli and “The Girl Who Lived Forever” by Kristin Lewis, how did people during the Holocaust find hope amid darkness? Explain the need to focus on possibilities amid destruction and devastation.

NJSLS: RI.7.9; W.7.2.B; W.7.2.C; W.7.9; L.7.2.B, W.7.2.a-c; W.7.5; W.7.9; W.7.9.b

Interdisciplinary Connections:

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

NJSLS: SOC.6.3.8.CS1, SOC.6.3.8.CS3, SOC.6.1.8., HistoryUP.5 SOC.6.1.8., HistoryCC.5, 6-8.MS-ETS1-3.4.1, 6-8.MS-PS1-3.8.1, 6-8.MS-PS4-3.8.1

Small-Group Learning

Activity Description:

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

Activate Prior Knowledge and Experiences:

		<p>Ask students to think about and discuss situations where they had to help their elders work something electronic like helping grandparents get to their email or hook up something to their TVs.</p> <p>NJSLS: SL 7.1</p> <p>-MAKING MEANING-</p> <ul style="list-style-type: none">● Concept Vocabulary: struggling; impairments; frustrated● First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time.● Comprehension Check- Students complete comprehension questions.● Close Read the Text- Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text● Analyze the Text- Students will respond to questions about the text, citing textual evidence.● Analyze Craft & Structure:Development of Central Ideas- Students will analyze the development of central ideas in the article. <p>NJSLS: RI.7.10,RI.7.2,L.7.4.a</p> <p>-LANGUAGE DEVELOPMENT-</p> <ul style="list-style-type: none">● Concept Vocabulary: Students complete activities related to the Concept Vocabulary words: struggling; impairments; frustrated● Word Study: Suffix: -ment (RP)● Conventions: Conjunctions Students identify conjunctions in sentences. <p>NJSLS: L.7.1.A,L.7.4.B, L.7.6</p> <p>-EFFECTIVE EXPRESSION-</p> <p>Speaking and Listening: Multimedia Presentation</p> <ul style="list-style-type: none">● Students will give a presentation to include text, charts, images, videos, music, or other media● Speaking and Listening: Multimedia Presentation <p>NJSLS: SL.7.1.,SL.7.1.A,SL.7.1.D,SL.7.4,SL.7.5</p> <p><u>Instructional Resource: “...from Mom & Me & Mom” by Maya Angelou pgs. 70-79</u></p>
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		<p>1. Ask students to think about situations where forgiving themselves or someone else helped them to build stronger connections with others.</p> <p>-MAKING MEANING-</p> <ul style="list-style-type: none">• Media Vocabulary- set, questions, tone <p>NJSLS: L.7.1; L.7.4; L.7.6</p> <ul style="list-style-type: none">• First Review- Students Notice, Annotate, Connect, Respond as they read the selection the first time.• Comprehension Check- Students complete comprehension questions. <p>NJSLS: SL 7.2, RI.7.10</p> <p>-LANGUAGE DEVELOPMENT-</p> <ul style="list-style-type: none">• Media Vocabulary: Students complete activities related to the Concept Vocabulary words: <i>set, questions, tone</i> <p>NJSLS: L.7.1; L.7.4; L.7.6</p> <p>Writing to Compare: RACECE Question: Analyze one similarity in the way each medium portrays the relationship between Maya Angelou and her relationship with her mother.</p> <p>NJSLS: W.7.2.a-c; W.7.5; W.7.9; W.7.9.b</p> <p><u>Instructional Resource: “Mother-Daughter Drawings” by Mica and Myla Hendricks pgs. 86-93</u></p> <p><u>Activity Description:</u></p> <p>Activate Prior Knowledge and Experiences:</p> <ol style="list-style-type: none">1. Ask students to think about times when they’ve collaborated with someone they admire whether that be artistically or in everyday life. <p>NJSLS: SL 7.1.</p> <p>-MAKING MEANING-</p> <ul style="list-style-type: none">• Media Vocabulary: composition, light and shadow, perspective <p>NJSLS: L.7.6</p> <ul style="list-style-type: none">• First Review- Students Notice, Annotate, Connect, Respond as they read the selection the first time.
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		<ul style="list-style-type: none">● Comprehension Check- Students complete comprehension questions.● Close Review- Students will revisit the interview and record any new observations.● Analyze the media: Students will respond to questions about the interview. <p>NJSLS: SL 7.2, RI.7.10</p> <p><u>Instructional Resource: “Mother to Son” by Langston Hughes and “To James” by Frank Horne pgs. 94-103</u></p> <p><u>Activity Description:</u></p> <p>Activate Prior Knowledge and Experiences:</p> <ol style="list-style-type: none">1. Ask students to think about the life lessons and experiences that their parents/guardians have passed down to them over the course of their young lives, <p>NJSLS: SL.7.1</p> <p>-MAKING MEANING-</p> <ul style="list-style-type: none">● Concept Vocabulary: flung, catapulted, lurched● First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time.● Comprehension Check- Students complete comprehension questions.● Close Read the Text- Students will review the Close Read Model and complete the close read sections in the selection.● Analyze Craft & Structure:Figurative Language: Symbolism-Students analyze figurative language in the poems.● Author’s Style: Rhythm and Repetitions: Students identify examples of repetition. <p>NJSLS: RL.7.1; RL.7.2; RL.7.4; RL.7.10; SL.7.1;L.7.5; L.7.5.c</p> <p>-LANGUAGE DEVELOPMENT-</p> <ul style="list-style-type: none">● Concept Vocabulary: Students complete activities related to the Concept Vocabulary words: <i>flung, catapulted, lurched</i>● Word Study: Connotations and Denotations <p>NJSLS: L.7.4; L.7.4.a</p> <p>-EFFECTIVE EXPRESSION-</p>
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		<p>Writing to Sources: Narrative Poem-Students write a narrative poem about a personal experience. NJSLS: W.7.3.a-b; W.7.3.d; W.7.5; W.7.9; W.7.9.a;</p> <hr/> <p>Texts for Independent Learning:</p> <ul style="list-style-type: none">● Poetry Collection 2: Lineage, Margaret Walker (NP)● Poetry Collection 2: Family, Grace Paley (NP)● Opinion Piece: “Gotcha Day” Isn’t a Cause for Celebration, Sophie Johnson (1090L)● Short Story: The Grandfather and His Little Grandson, Leo Tolstoy (870L)● Blog Post: Bridging the Generational Divide Between a Football Father and a Soccer Son, John McCormick (1120L)● Short Story: Water Names, Lan Samantha Chang (900L)● Short Story: An Hour With Abuelo, Judith Ortiz Cofer (840L)
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

Formative Assessments:

- Weekly Quizzes
- Time-line of historical events during the Holocaust (SS)
- Socratic Seminar Discussion Prompts/Questions:
 - Compare and contrast the emotions exhibited by the characters that populate the world of the novels we have read. How do those emotions affect how the characters handle the conflicts they experience?
 - What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that a human being encounters when growing up? What kinds of experiences seem to have the greatest impact on us?
- **Short Constructed Response (RACE)**
 - See each story recommended RACE question in “Recommended Activities”
- Literature Circle
- Admit and Exit Slips
- Collins Type I Writing (Response Journal)
- Compare and Contrast Characters Graphic Organizer
- Milkweed Literature Guide Formative and Summative Assessments (Shared Document Resources for Milkweed on Schoology)
- SAVVAS Comprehension and higher-level thinking questions per short story
- Vocabulary Checks

Benchmarks:

- Diagnostic
- District Assessments- Unit 1 Assessment (Selected Questions and Short Responses)





Summative Assessments:

- Unit / Section assessments from SAVVAS Realize
- District Created Novel Assessment
- **Writing to Compare: Compare and Contrast Essay: “A Simple Act” and “An Invisible Thread”.** Students will write an explanatory essay analyzing the way the two authors Schroff and Jackson present information about the same topic. “How are the two texts **different** in their presentation of the benefits of friendship?” (Utilize NJSLA Literary Analysis Task Essay examples and focus on proper MLA quoting format) NJSLS: RI.7.9; W.7.2.B; W.7.2.C; W.7.9; L.7.2.B
- **Informative/Explanatory Writing: Milkweed**
 - You are going to read *Milkweed* by Jerry Spinelli and “The Girl Who Lived Forever” by Kristin Lewis to answer the following prompt: According to *Milkweed* by Jerry Spinelli and “The Girl Who Lived Forever” by Kristin Lewis, how did people during the Holocaust find hope amid darkness? Explain the need to focus on possibilities amid destruction and devastation.
- **Narrative Writing: Milkweed**
 - Choose a Chapter in *Milkweed* and write the chapter from another character’s point of view. EX. Janina, Uri, Mr. Milgrom. (Use NJSLA Format and make it a timed write. Review elements of a narrative piece using pgs 54-57.)

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Novel Excerpt: Two Kinds, from the Joy Luck Club, Amy Tan (870L) ● News Blog: A Simple Act, Tyler Jackson (930L) ● Memoir: from An Invisible Thread: Laura Schroff and Alex Tresniowski (890L) ● Novel: <i>Milkweed</i> by Jerry Spinelli 	<ul style="list-style-type: none"> ● In addition to Core Resources: ● Extra Support Readers ● Provide options for comprehension ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception 	<ul style="list-style-type: none"> ● Word Study: Latin Prefix: in- (RP) (TE p 28) ● Conventions:Nouns and Pronouns (RP) (TE p 29) ● "☞☞☞"Writings to Sources: Retelling a Scene (RP)(TE p 30) ● ☞☞☞Speaking and Listening: Monologue (RP)(TE p 31) ● Point of View (TE p 30)" "☞☞☞Audio Summary ● ☞☞☞A Simple Act: Accessible Leveled Text ● English Language Support: Using Concept Vocabulary (TE p 32) ● "☞☞☞Analyze Craft and Structure: Author's Point of View (RP)(TE p 39) ● Express Attitudes and/or Opinions(TE p 38) ● "☞☞☞Word Study: Multiple-Meaning Words (RP)(TE p 40) ● "☞☞☞Conventions: Adverbs (RP) (TE p 41) ● Adverbs (TE p 41) ● ☞☞☞from An Invisible Thread: Accessible Leveled Text ● Personalize for Learning 	<ul style="list-style-type: none"> ● See Document with G&T Savvas Challenges on Schoology ● Novel/Book of Choice (More than 1 per MKP) ● Write a research paper describing connections between two texts by the same author. ● Leadership Roles ● Assign independent projects. ● Speak to Student Interests ● Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. ● Tiered Content/Activities ● Provide a variety of above-level material

		<p>English Language Support: Idioms (TE p 43)</p> <ul style="list-style-type: none">• "Analyze Craft and Structure: Narrative Point of View (RP)(TE p 46)"• "Word Study Latin Suffix: -ity (RP)(TE p 48)"• Conventions: Adjectives (RP) (TE p 49)• Personalize for Learning English Language Support: Adjective Placement (TE p 49)"• "Personalize for Learning English Language Support: Characters (TE p 53)"• Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 57)"• Tutors Teach Seniors New High-Tech Tricks: Accessible Leveled Text"• "Word Study: Suffix -ment (RP)(TE p 66)"• Analyze Craft and Structure: Development of Central Ideas (RP) (TE p 67)"• Conventions: Conjunctions (RP)(TE p 68)"• Speaking and Listening: Multimedia Presentation (RP)(TE p 69)"• Personalize for Learning English Language Support: Central Ideas (TE p 67)"	
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		<ul style="list-style-type: none">● English Language Support Lesson: Development of Central Ideas (On Realize)● Personalize for Learning English Language Support: Cognates(TE p 68)● from Mom & Me & Mom: Accessible Leveled Text● Personalize for Learning English Language Support: Figurative Language (TE p 72)● Word Study: Latin Prefix: super- (RP) (TE p 77)● Analyze Craft and Structure: Narrative Nonfiction: Characterization (RP) (TE p 78)● Conventions: Independent and Dependent Clauses (RP) (TE p 79)● Personalize for Learning English Language Support: Independent and Dependent Clauses(TE p 79)● English Language Support Lesson: Independent and Dependent Clauses● Personalize for Learning English Language Support: View Actively (TE p 81)● Personalize for Learning English Language Support: Pronouns(TE p 87)● Mother to Son/To James: Accessible Text● Word Study: Connotations	
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		<ul style="list-style-type: none">and Denotations (RP) (TE p 100)● Personalize for Learning English Language Support: Figurative Language (TE p 96)●  Analyze Craft and Structure: Figurative Language: Symbolism (RP)(TE p 101)●  Author's Style: Rhythm and Repetitions (RP)(TE p 102)●  Writing to Sources: Narrative Poem (RP)(TE p 103)● Personalize for Learning English Language Support● Rhythm in Poetry(TE p 102)●  English Language Support Lesson: Rhythm (On Realize)	
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Supplemental Resources

Technology:

- Savvas Realize
- Edulastic
- Ixl
- brainpop.com
- achievethecore.com
- Slidesmania link for free virtual interactive notebooks
- NoRedInk
- Prezi
- Viewpure
- Bookcreator
- Flipgrid

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

Other:

Poems Aligned with Seasons

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

Musical Selections

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

Drama(s)

- The Diary of Anne Frank

Art

- BBC - Stories Behind the Art of The Holocaust

Multimedia

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

New Jersey Legislative Statutes and Administrative Code Resources

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

- **myPerspectives Unit 1 “Generations”**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- **The Atlantic: “Bridging the LGBTQ Generation Gap”**
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - Students will understand that there is a generational gap that they must understand and help bridge from Generation to Generation
- **The Jewish Ghettos: Separated from the World - Facing History- Milkweed**
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- **from Mom & Me & Mom by Maya Angelou**
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**

**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"> ● Novel Excerpt: Two Kinds, from the Joy Luck Club, Amy Tan (870L) ● News Blog: A Simple Act, Tyler Jackson (930L) ● Memoir: from An Invisible Thread: Laura Schroff and Alex Tresniowski (890L) ● Novel: <i>Milkweed</i> by Jerry Spinelli 	<p>Vocabulary: Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups.</p> <p>Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer and complete as a group. Discussion: Work directly with students as a group. Use a</p>	<p>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.</p> <p>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.</p> <p>Cognates: Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by</p>	<p>Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</p> <p>Organizational/Behavioral Strategies: Use a Study Contract for student to achieve outcomes Use a Learning Log for independent or outside learning Establish a timeline for long-range projects</p> <p>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</p>

	discussion guide and speaking frames to facilitate the discussion.	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>Assessment Strategies: Give a pretest to allow the student to demonstrate mastery Provide self-checking materials Provide tests at a higher level of thinking</p> <p>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>
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p>Core Ideas:</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>Performance Expectation/s:</p>	<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual’s online behavior (e.g.,</p>

		<p>social networking, photo exchanges, video postings) may impact opportunities for employment or advancement</p> <p>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.</p> <p>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</p> <p>9.2.8.CAP.8: Compare education and training requirements, income potential and primary duties of at least two jobs of interest.</p> <p>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).</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>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.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</p> <p>9.2.8.CAP.15: Present how the demand for certain skills, the job market and credentials can determine an individual's earning power.</p> <p>• 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to</p>
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		employability and to potential level
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>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</p>	

New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>