

Marking Period	Unit Title	Recommended Instructional Days
2	Unit 3: Turning Points	46 Days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit
<p>Progress Indicator: Progress Indicators for Reading Literature: Key Ideas and Details RL.7.1 RL.7.3 Craft and Structure RL.7.5 Integration of Knowledge and Ideas RL.7.7 Range of Reading and Level of Text Complexity RL.7.10</p> <p>Grade 7 NJSLs</p>	<p>Progress Indicator: Progress Indicators Informational Text: Key Ideas and Details RI.7.3 Range of Reading and Level of Text Complexity RI.7.10</p>	
Companion Standards Subject:	Writing Strand:	
<p>Progress Indicator: 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>Progress Indicator: Text Types and Purposes W.7.1 W.7.2 W.7.3 W.7.4 W.7.6. Research to Build and Present Knowledge W.7.7 W.7.9 Range of Writing</p>	<p>Essential Question/s:</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? ● <p>Whole-Class Learning</p> <p>Instructional Resource (Launch Text):“At the Crossroads.” pgs. 228-231</p>

<p>RH.6-8.9 Range of Reading and Level of Text Complexity RH.6-8.10</p>	<p>W.7.10</p>	<p>Activity Description:</p> <ul style="list-style-type: none"> ● Activate Prior Knowledge and Experiences: ● Think about moving to a new town or city. What are some steps you could take to feel more at home and make new steps? ● (Have students copy the definition of explanatory text as explained on pg. 228.) ● Academic Concept and Vocabulary: contribute; consistent; maintain; observation; sufficient ● Word Network: Students add new words to their Word Network as they read texts in the unit. ● Read and Annotate - Students will read “At the Crossroads.” They will then be able to participate in discussions about turning points. ● 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? <hr/> <p>Instructional Resource: <i>A Christmas Carol: Scrooge and Marley, Act I</i> Israel Horovitz pgs. 234-263</p> <p>Activity Description:</p> <p>Activate Prior Knowledge and Experiences:</p> <ol style="list-style-type: none"> 1. First-Read-What kind of things make people change and why? 2. Close-Read- Why did the playwright choose this for the title of the play? What does the title suggest about the playwright’s intention for writing the play? <p>- MAKING MEANING-</p> <ul style="list-style-type: none"> ● Concept Vocabulary: covetous; morose; resolute; impossible; malcontent; miser ● 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.
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p>Progress Indicator: Comprehension and Collaboration SL.7.1 views. SL.7.2 SL.7.3 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.7.1.b L. 7.2 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.7.6</p>	
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</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">● Analyze the Text- Students will respond to questions about the text, citing textual evidence. (RACE Strategy: Which life experience has impacted Scrooge to become the man he now is the most? Use textual evidence to support your answer.) RL.7.4● Analyze Craft & Structure: Text Structure: Dialogue in Drama: Students will identify examples of dialogue. RL.7.3; RL.7.5 <p>-LANGUAGE DEVELOPMENT-</p> <ul style="list-style-type: none">● Concept Vocabulary: covetous; morose; resolute; impossible; malcontent; miser● Word Study: Latin Prefix: mal-● Conventions: Subject-Verb Agreement: Students identify examples of subject-verb agreement in sentences. (Use IXL Skill Plan to reinforce.) <p>CROSS-CURRICULAR PERSPECTIVES</p> <ul style="list-style-type: none">● Social Studies: Review paragraphs 49–51 and have students research the institutions Scrooge talks about in this scene (the Union workhouses; the Treadmill; the Poor Law) and write short reports on these topics. What were these institutions? Why were they created? What were they like for the people affected by them? What finally happened to these institutions? Guide the class to discuss how this information affects their understanding of both the scene and Scrooge’s character● Social Studies: Have students research and write short reports on Victorian England. They should include information about the social structure of the society, the economy, and the industrialization that was taking place during this time. Have students share their information with the class, and encourage students to notice how these elements are reflected in the play. <hr/> <p><u>Instructional Resource:</u> <i>A Christmas Carol: Scrooge and Marley, Act II</i> Israel Horovitz pgs. 264-297</p> <p><u>Activity Description:</u></p> <p>Activate Prior Knowledge and Experiences:</p> <ol style="list-style-type: none">1. First-Read: Is revisiting the past helpful or not?
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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. **RL.7.4 (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. **RL.7.3.**

-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- **L.7.4.b; L.7.4.c;**
- **Conventions: Sentence Structures-** Students identify examples of sentence structure. **(Use IXL Skill Plan to reinforce.) L.7.1.b**

-CROSS-CURRICULAR PERSPECTIVES-

- **Social Studies:** Victorian society was made up of several social and economic classes. Have students research these different classes and write short reports on this aspect of Victorian society. Where does Scrooge fit in? Where does Bob Cratchit fit in? How does the play reflect this society?
- **Social Studies:** Review paragraph 38. Explain to students that in Victorian times, families such as the Cratchits had a large copperspot that was used to heat water for cooking, washing, and laundry. Mrs. Cratchit is now using the vat to cook the Christmas pudding, which is steaming in the vat on a small stove. The vat has a spout,

- and when the steam comes out it makes a whistling sound, like singing. So the pudding “singing in the copper” means it’s steaming in the copper vat.
- **Music:** Play a recording of “Blue Suede Shoes,” either Carl Perkins’s or Elvis Presley’s version. Explain that both recordings were enormous hits that helped popularize rock and roll. Discuss with students the power of pop music to set trends and turn listeners into consumers. Ask students to discuss in their groups examples of recent or past hit recordings whose lyrics have inspired them to want something or to buy certain products. Then ask them to share whether they or someone they know has ever gone to unusual lengths to acquire something they heard about in a hit recording. Finally, have students talk about how their discussion affects their views about Roger in “Thank You, M’am.”

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

Activity Description:

Activate Prior Knowledge and Experiences:

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

-MAKING MEANING-

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

-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.**

RL.7.7; W.7.2.b; W.7.2.d; W.7.2.f; W.7.4; W.7.9.a; SL.7.2

Performance Task (See Assessment Section)

Instructional Resource NOVEL: The Outsiders by S.E. Hinton

-MAKING MEANING-

● **Pre-Reading- Prompt:**

- 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**

Comprehension questions and analyze the text options:

Chapter 1:

Discussion Question

1. How does the author present opposing points of view between Ponyboy and his brother Darry?

Chapter 2-3

Comprehension Questions

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?

	<p><u>Discussion Questions</u></p> <ol style="list-style-type: none">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”? <p>Chapter 4-5</p> <p><u>Comprehension Questions</u></p> <ol style="list-style-type: none">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? <p><u>Discussion Questions</u></p> <ol style="list-style-type: none">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? <p>Chapter 6-7</p> <p><u>Comprehension Questions</u></p> <ol style="list-style-type: none">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? <p><u>Discussion Questions</u></p> <ol style="list-style-type: none">1. How does the author use the fire scene to reveal a new side of Johnny’s character?
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		<p>2. One important central idea in the novel is the importance of family. 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. I don't think he knows. How do Johnny's words provoke a decision in the ending chapter?</p>
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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.

Small-Group Learning

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”. **RL.7.1; RL.7.3 (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. **L.7.1.a (Use IXL Skill Plan to reinforce.)**

-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) **W.7.3.a; W.7.3.c; W.7.3.d; SL.7.1.b**

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. **RI.7.10; L.7.6**

-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. **W.7.5; W.7.7; W.7.8; SL.7.2; SL.7.5**

-CROSS-CURRICULAR PERSPECTIVES-

- **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.

		<p>Texts for Independent Learning:</p> <ul style="list-style-type: none"> • “Little Things Are Big” by Jesus Colon • “Profile: Malala Yousafzai” by BBC • “Noor Inayat Khan from <i>Women Heroes of WWII</i> by Kathryn J. Atwood • “A Retrieved Reformation” by O. Henry
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Vocabulary Quizzes / Checks • Grammar Quizzes • Short Constructed Response (RACE) <ul style="list-style-type: none"> ○ See each story recommended RACE question in “Recommended Activities” • Socratic Seminar Discussion Prompts/Questions: <ul style="list-style-type: none"> ○ Compare and contrast the emotions exhibited by the characters that populate the world of the novels we have read. How do those emotions affect how the characters handle the conflicts they experience? ○ What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that a human being encounters when growing up? What kinds of experiences seem to have the greatest impact on us? • Literature Circle • Admit and Exit Slips • Collins Type I Writing (Response Journal) • Compare and Contrast Characters Graphic Organizer 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • (Diagnostic/District Assessments) Unit 3 Test on SAVVAS <p><u>Unit / Section assessments from SAVVAS Realize:</u></p> <ul style="list-style-type: none"> • Selection Test: A Christmas Carol: Scrooge and Marley, Act I by Israel Horovitz • Selection Test: A Christmas Carol: Scrooge and Marley, Act II by Israel Horovitz • Selection Test: “Thank You, M’am” by Langston Hughes • Selection Test: “Urban Farming is Growing a Green Future” by Hillary Schwei <p><u>Performance Task: Write an Explanatory Cause-and-Effect Essay:</u> Students write an essay responding to the question: How does Scrooge’s character transform over the course of the play?</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> SAVVAS Comprehension and higher-level thinking questions per short story (Extension First-Read Questions for deeper thinking) 	<p>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) NJSLS Standards: W.7.1.d-f; W.7.5; W.7.6; W.7.2.a-c; W.7.10; L.7.1.b; L.7.3.a</p> <ul style="list-style-type: none"> District Created Novel Assessment
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> Anchor Text: A Christmas Carol: Scrooge and Marley, Act I by Israel Horovitz Anchor Text: A Christmas Carol: Scrooge and Marley, Act II by Israel Horovitz Media: Film: from <i>Scrooge</i> Directed by Henry Edwards 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 	<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"> Accessible Leveled Text Personalize for Learning English Language Support 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"> 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

Supplemental Resources

Resources:

- 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
- 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>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Anchor Text: A Christmas Carol: Scrooge and Marley, Act I by Israel Horovitz ● Anchor Text: A Christmas Carol: Scrooge and Marley, Act II by Israel Horovitz ● Media: Film: from <i>Scrooge</i> Directed by Henry Edwards ● 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 	<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 discussion guide and speaking frames to facilitate the discussion.</p>	<p>Personalized for Learning English Language Support in Teacher Edition (ex: pg 91, 115, 125, etc.)</p> <p>Four Corners Activity, Sentence Stems</p> <p>Anchor Chart for Vocabulary & Text Structure</p> <p>Audio Summary</p> <p>Accessible Leveled Text</p> <p>IXL</p> <p>“Personalize for ELS”</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</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> <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>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 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>	<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	
	How to Become a Children’s Doctor: Career and Education Roadmap How to Become a Teacher How to Teach Conversational Skills – An important skill for the workplace (Teacher Lesson) How to Become an Author/Illustrator How to Become a Newspaper Reporter How to Become a Poet	

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