

Marking Period	Unit Title	Recommended Instructional Days
3	Unit 2: Starry Home	46
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</b>
<p><i>Progress Indicator:</i> <b>Progress Indicators for Reading Literature:</b> Key Ideas and Details RL.7.1 RL.7.2 Craft and Structure RL.7.4 RL.7.5 Range of Reading and Level of Text Complexity RL.7.10</p> <p><a href="#">Grade 7 NJSLs</a></p>	<p><i>Progress Indicator:</i> <b>Progress Indicators Informational Text:</b> Key Ideas and Details RI.7.4 RI.7.5 RI.7.6 Craft and Structure RI.7.8 Range of Reading and Level of Text Complexity RI.7.10</p>	
<b>Companion Standards Subject:</b>	<b>Writing Strand:</b>	
<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 RH.6-8.9</p>	<p><i>Progress Indicator:</i> Text Types and Purposes W.7.1 W.7.2 W.7.3 Research to Build and Present Knowledge W.7.7 W.7.8 Range of Writing W.7.10</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>● Should we make a home in space?</li> <li>● Do the benefits of exploring Mars outweigh the risks?</li> <li>● Should space exploration be a priority for our country?</li> <li>● Should we spend valuable resources on space exploration?</li> <li>● How does technology control our lives and how much do we control technology?</li> <li>● How can science fiction provide accurate insight into the future?</li> <li>● <i>Climate Change:</i> How is space crucial to understanding climate change?</li> </ul> <p><b>Whole-Class Learning</b></p>

<p>Range of Reading and Level of Text Complexity RH.6-8.10</p>		<p><b><u>Instructional Resource (Launch Text): “Leaving Main Street” pgs 120-123</u></b> <b><u>Activity Description:</u></b></p> <ol style="list-style-type: none"> <li>1. Ask students what they think fascinates people about the sky—especially a starry sky. Why do humans seem driven to explore space? How important to the future do you think space exploration is?</li> <li>2. <b>Have students copy the definition of an argumentative text as explained on pg. 120.</b></li> </ol> <p><b>Academic Concept and Vocabulary:</b> justify, alternative, certainty, discredit, assumption</p> <ul style="list-style-type: none"> <li>• <b>Word Network:</b> Students add new words to their Word Network as they read texts in the unit.</li> <li>• <b>Read and Annotate</b> - Students will read “<i>Leaving Main Street.</i>” Students then participate in discussions about starry homes.</li> <li>• <b>Summary</b> - Students write a summary of the Launch Text.</li> <li>• <b>Launch Activity</b> - Students participate in an activity related to the unit theme.</li> <li>• <b>QuickWrite</b> - What are the most effective tools for establishing and preserving freedom?</li> </ul> <p><b><u>Instructional Resource: Anchor Text “Dark They Were, and Golden-Eyed” by Ray Bradbury pgs 126-145</u></b> <b><u>Activity Description:</u></b></p> <p><b>Activate Prior Knowledge and Experiences:</b></p> <ol style="list-style-type: none"> <li>1. Would you like to live on another planet? Why or why not?</li> </ol> <p><b>-MAKING MEANING-</b></p> <ul style="list-style-type: none"> <li>• <b>Concept Vocabulary:</b> submerged, canals, atmosphere, forlorn, immense, mosaic</li> <li>• <b>First Read-</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</li> <li>• <b>Close Read the Text-</b> Students will review the Close Read Model and complete the close read sections in the selection. <b>RL.7.10</b></li> <li>• <b>Analyze the Text-</b> Students will respond to questions about the text, citing textual evidence. <b>RL.7.4 (Use Question #2 as RACECE strategy. Do not have students answer with “I think”. ADD TO</b></li> </ul>
<p><b>Speaking and Listening Strand:</b></p>	<p><b>Language Strand:</b></p>	
<p><b><i>Progress Indicator:</i></b> 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. 7.2 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.7.5a L.7.5.c L.7.6</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><u>Self-Awareness -</u></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><u>Self-Management-</u></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><u>Social Awareness-</u></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> </ul>	<p><b>THE QUESTION: “Use two pieces of textual evidence to support your response)</b></p> <ul style="list-style-type: none"> <li>● <b>Analyze Craft &amp; Structure Figurative Language: Metaphor and Simile:</b> Students will identify examples of simile, metaphor, or personification. <b>L.7.5.a (Use Question #1 as RACE strategy from page 142 to extend understanding of metaphors. Use one piece of textual evidence to support your response.)</b></li> <li>● <b>Analyze Craft &amp; Structure:</b> “The Last Dog” will not be used. Review internal and external conflict from page 197 as it applies to Harry Bittering’s character.</li> </ul> <p><b>-LANGUAGE DEVELOPMENT-</b></p> <ul style="list-style-type: none"> <li>● <b>Concept Vocabulary:</b> submerged, canals, atmosphere, forlorn, immense, mosaic</li> <li>● <b>Word Study:</b> Synonyms and Nuance <b>L.7.4; L.7.5</b></li> <li>● <b>Conventions: Comparisons Using Adjectives and Adverbs-</b> Students identify examples of adverbs and adjectives. <b>L.7.1 (Use IXL Skill Plan to reinforce.)</b></li> </ul> <p><b>-CROSS-CURRICULAR PERSPECTIVES-</b></p> <ul style="list-style-type: none"> <li>● <b>Social Studies:</b> Review paragraph 20. Harry remarks, “Colonial days all over again.” Have students research and write short reports on colonialism. They should include information about where and when their examples of colonialism took place, and what happened as a result. How do these examples of colonialism relate to the story?</li> <li>● <b>Science:</b> Have students research Mars, focusing on its natural features and atmospheric conditions, and write short reports on the challenges people from Earth would face if they lived on Mars. How might these challenges be overcome? Are these challenges addressed in the story? How?</li> </ul> <p><b><u>Instructional Resource: Media/Radio Play “Dark They Were, and Golden-Eyed” by Ray Bradbury pgs 146-149</u></b> <b><u>Activity Description:</u></b> <b>Activate Prior Knowledge and Experiences:</b></p>
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	<ul style="list-style-type: none"><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul> <p><u>Relationship Skills-</u></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><u>Responsible Decision-Making-</u></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>• Have you ever heard of a radio play? What might the radio play have to do with the previous text?</li></ul> <p><b>-MAKING MEANING-</b></p> <ul style="list-style-type: none"><li>• <b>Media Vocabulary:</b> sound effects, human voice, silence</li><li>• <b>First Review:</b> Students Listen, Note, Connect, and Respond as they read the selection the first time. <b>RI.7.10; L.7.6</b></li><li>• <b>Comprehension Check:</b> Students complete comprehension questions.</li><li>• <b>Close Review-</b> Students will listen to the radio play and write down any new observations.</li><li>• <b>Analyze the media-</b> Students will respond to questions about the play, citing evidence. <b>SL.7.2 (Use Question #1 as RACECE strategy on pg. 149. Do not have students answer with "I think". ADD TO THE QUESTION: "Use two pieces of textual evidence to support your response)</b></li></ul> <p><b><u>Instructional Resource: "Danger! This Mission to Mars Could Bore You to Death" by Maggie Koerth-Baker pgs 152-163</u></b></p> <p><b><u>Activity Description:</u></b></p> <p><b>Activate Prior Knowledge and Experiences:</b></p> <ul style="list-style-type: none"><li>• In what situations do you get bored? What happens when you get bored? What do you do to deal with boredom?</li></ul> <p><b>NJSLS: L.7.1; L.7.4.b</b></p> <p><b>-MAKING MEANING-</b></p> <ul style="list-style-type: none"><li>• <b>Concept Vocabulary:</b> chronic; stimulus; subconsciously; excruciatingly; monotony; catastrophic</li><li>• <b>First Read-</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</li><li>• <b>Comprehension Check-</b> Students complete comprehension questions.</li><li>• <b>Close Read the Text-</b> Students will review the Close Read Model and complete the close read sections in the selection.</li><li>• <b>Analyze the Text-</b> Students will respond to questions about the text, citing textual evidence.</li></ul>
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- **Analyze Craft & Structure: Text Structure: Informative Writing-** Students will identify key information in the article. **RI.7.10 (Use Question #3 as RACECE strategy. Do not have students answer with “I think”. ADD TO THE QUESTION: “Use two pieces of textual evidence to support your response”)**

**-LANGUAGE DEVELOPMENT-**

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

**-EFFECTIVE EXPRESSION-**

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

**NJSLS W.7.1.a, W.7.1.b, W.7.1.d, W.7.1.e, W.7.7; SL.7.4; SL.7.5**

**-CROSS-CURRICULAR PERSPECTIVES-**

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

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**Instructional Resource: “Crater” by Homer Hickam**

**-MAKING MEANING-**

**Activate Prior Knowledge and Experiences**

● **Pre-Reading:**

- Have students explore the first moon-landing.
- Students should look up various surfaces of the moon and complete activities in relation to life in space.
- Explore [helium3novels.org](http://helium3novels.org)
  - Here there will be character bios, various videos, interactive moon exploration, and games.
  - Review Author bio and information

● **Notice and Note Fiction Signposts**

● **Questions on *Crater* to review with students:**

**Chapters 1-7**

1. As you learn about Moontown, what are some elements of the society that strikes you as dystopian?
2. Given what you learn about work and life in Moontown, how does the fact that Crater loves his life as a scraper say about his character? Is this direct or indirect characterization?
3. What is your first impression of Petro's character? How is he different from Crater, and how might this become an issue?
4. What hidden, exterior conflict is waiting for Crater and his team when they head out onto the scrape? How was it created?
5. At the opening of Chapter 4, how does the use of the word "outburst" to describe the sun storms create a kind of analogy?
6. What does the fastbug race in Chapter 5 reveal about Petro's real character?
7. How does the Sheriff's proposing Crater to fill the Colonel's request advance the plot?
8. What sorts of conflict are created by Maria's entry into the story?
9. Do you trust the Colonel? Why or why not?
10. Why is Q-Bess so emotional toward Crater at the end of Chapter 7?

**Chapters 8-28**

1. How does the gillie compare to a pet?
2. Why do you think Teller is so hard on Crater about the way things go on the bridge?
3. What is a crowhopper?
4. How does the coolness between Crater and Maria affect the plot?

5. What external conflict is weighing on Crater with every delay the convoy faces?
6. What surprising characteristic does the Umlap spotting Crater's feeling for Maria suggest about Umlaps?
7. How does the description at the opening of Chapter 17 add to the author's characterization of the Umlaps?
8. With its chuckwagon and the fastbugs "riding herd" on the trucks, what analogy is the author making to the convoy?
9. What are some ways the gillie affects the plot in Part II?
10. How does Crater's discovery of Pegasus play into the novel's Old West theme?

**Chapters 29-35**

1. How does Teller's death impact upon Crater? How does his reaction add to Hickam's characterization of the boy?
2. What are some surprising facts about the 1969 American moon landing that Hickam works into Chapter 29?
3. Why was the core of the Elon Musk Crater's favorite place?
4. How does the relationship between Crater and Petro change in this part of the novel?
5. Who is CP Strickland? What does he do for Crater that advances the novel's plot?
6. What does Crater find out about his parents? In what ways does this discovery make sense, given his character?
7. What internal conflict involving Maria comes to a head for Crater at the end of Chapter 31?
8. What brand new external conflict appears in Chapter 32?
9. As depicted in the final chapter, does the author's view of the moon's future seem dystopic, or hopeful? Why?
10. What are Crater's greatest strengths? What are his greatest weaknesses?

**Analyze Craft & Structure:**

- **Internal vs. External Conflict-** Discuss conflicts as they emerge throughout *Crater*.
- **Characterization-** Discuss the impact of events on characters', primarily Crater's, development.

		<ul style="list-style-type: none"><li>● <b>Plot Development-</b> Discuss the elements of plot and how each element evolves from chapter to chapter.</li></ul> <p><b>-EFFECTIVE EXPRESSION-</b></p> <ul style="list-style-type: none"><li>● Utilizing narrative techniques, write an alternate ending to <i>Crater</i>. Be sure to use details from the text to support your alternate ending.</li><li>● Connect the novel back to “Dark They Were and Golden-Eyed”. What are the similarities and differences between the environments that each text takes place in?</li></ul> <p><b>-CROSS-CURRICULAR PERSPECTIVES-</b></p> <ul style="list-style-type: none"><li>● Creative writing piece in the style of science fiction (research may be necessary) (Science &amp; TECH)</li><li>● Compose a Compare and Contrast essay (two texts, allegorical characters vs. real life, two viewpoints, etc.) (SS &amp; Science)</li></ul> <hr/> <p><b><u>Small-Group Learning</u></b> <b><u>Instructional Resource: “Future of Space Exploration Could See Humans on Mars, Alien Planets” pgs 174-177</u></b> <b><u>Activity Description:</u></b> <b>Activate Prior Knowledge and Experiences:</b></p> <ul style="list-style-type: none"><li>● What have you seen about space exploration on TV or in movies?</li><li>● Some say that the future of the human race depends on space exploration. Do you agree or disagree? Why or why not?</li></ul> <p><b>-MAKING MEANING-</b></p> <ul style="list-style-type: none"><li>● <b>Concept Vocabulary:</b> colonize; planetary; interstellar</li><li>● <b>First Read-</b> Students Notice, Annotate, Connect, Respond as they read the selection the first time.</li><li>● <b>Comprehension Check-</b> Students complete comprehension questions.</li><li>● <b>Close Read the Text-</b> Students will review the Close Read Model and complete the close read sections in the selection.</li><li>● <b>Analyze the Text-</b> Students will respond to questions about the text, citing textual evidence.</li></ul>
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		<ul style="list-style-type: none"><li>● <b>Analyze Craft &amp; Structure- Development of Ideas: Text Structure-</b> Students will identify various types of details used in the article (<b>Students should find direct text evidence and use correct MLA Citation.</b>)</li></ul> <p>NJSLS: RI.7.10; SL.7.1; L.7.4.a; L.7.4.b; L.7.4.c; L.7.4.d; W.7.7; W.7.8; SL.7.5; L.7.1</p> <p><b>-LANGUAGE DEVELOPMENT-</b></p> <ul style="list-style-type: none"><li>● <b>Concept Vocabulary:</b> colonize; planetary; interstellar</li><li>● <b>Word Study: Latin Suffix: -ary</b></li><li>● <b>Conventions: The Principal Parts of Verbs-</b> Students identify examples of participles.</li></ul> <p><b>-CROSS-CURRICULAR PERSPECTIVES-</b></p> <ul style="list-style-type: none"><li>● <b>Science:</b> Review paragraphs 9–13. Have groups research one of the two ways Jemison suggests scientists could enable a spaceship to reach another planet in the next 100 years—warping or shrinking space-time, or developing a new propulsion system. Each group should choose one of these topics, conduct research, and report their findings to the class</li></ul> <p><b><u>Instructional Resource: Media “Ellen Ochoa: Director, Johnson Space Center”</u></b></p> <p><b><u>Activity Description:</u></b></p> <p><b>Activate Prior Knowledge and Experiences:</b></p> <ul style="list-style-type: none"><li>● What image comes to mind when you think of an astronaut?</li></ul> <p><b>-MAKING MEANING-</b></p> <ul style="list-style-type: none"><li>● <b>First Review-</b> Students Watch, Note, Connect, Respond as they review the media the first time.</li><li>● <b>Comprehension Check-</b> Students complete comprehension questions.</li><li>● <b>Close Review-</b> Students will watch the video again and record any new observations.</li><li>● <b>Analyze the Media-</b> Students will respond to questions about the video, citing textual evidence.</li></ul>
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- **Technical Vocabulary:** aptitude; calculus; mission control

**Standards:** RI.7.10; L.7.6; SL.7.1.1.a-d

**-CROSS-CURRICULAR PERSPECTIVES-**

- **Science:** Have students work in their small groups to research the qualifications for becoming an astronaut. What talents and aptitudes are helpful? What educational background is necessary? Are there any physical requirements involved? What other qualities does NASA look for in its astronauts? When groups have finished their research, have them use a resume template to create a resume for an imaginary person who wants to become an astronaut.

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

**Activity Description:**

**Activate Prior Knowledge and Experiences:**

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

**-MAKING MEANING-**

- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check-** Students complete comprehension questions.
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence.
- **Analyze Craft & Structure- Evaluate Argument and Claims-** Students will analyze Neil deGrasse Tyson’s argument. Students should answer all three questions. **(Use Question #1 as an extended two paragraph response. Do not have students answer with “I think”. Students use proper MLA format for their textual evidence.)**

**-LANGUAGE DEVELOPMENT-**

		<ul style="list-style-type: none"><li>● <b>Academic and Concept Vocabulary:</b> Students complete activities related to the Concept Vocabulary words: cede; enterprise; capitalistic</li><li>● <b>Word Study:</b> Multiple-Meaning Words</li><li>● <b>Conventions:</b> Sentence Functions and End Marks- Students analyze types of sentences.</li></ul> <p><b>NJSLS: RI.7.10; L.7.4; RI.7.4; RI.7.6; RI.7.8; W.7.2; W.7.7; W.7.8; L.7.1; L.7.3; L.7.4.c</b></p> <p><b>Texts for Independent Learning:</b></p> <ul style="list-style-type: none"><li>● “Science-Fiction Cradlesong” by C.S. Lewis</li><li>● UFO Sightings and News by Benjamin Radford</li><li>● from Packing for Mars by Mary Roach</li><li>● “Trip to Mars Could Damage Astronaut’s Brains” by Laura Sanders</li></ul>
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<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>● Weekly Quizzes</li><li>● Short Constructed Response (RACE)<ul style="list-style-type: none"><li>○ See each story recommended RACE and RACECE questions in “Recommended Activities”</li></ul></li><li>● Socratic Seminar Discussion Prompts/Questions:<ul style="list-style-type: none"><li>○ 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?</li><li>○ 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?</li></ul></li><li>● Literature Circle</li><li>● Admit and Exit Slips</li><li>● Collins Type I Writing (Response Journal)</li><li>● Compare and Contrast Characters Graphic Organizer</li><li>● SAVVAS Comprehension and higher-level thinking questions per short story</li><li>● Vocabulary Checks</li></ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>● (Diagnostic/District Assessments)</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Unit / Section assessments from SAVVAS Realize<ul style="list-style-type: none"><li>○ Selection Test: Dark They Were and Golden-Eyed</li><li>○ Selection Test: Danger!! This Mission to Mars Could Bore You to Death!</li><li>○ Selection Test: Future of Space Exploration Could See Humans on Mars, Alien Planets</li><li>○ Selection Test: Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</li></ul></li><li>● <b>Performance Task: NJSLA based Research Simulation Task.</b><ul style="list-style-type: none"><li>○ You have learned about space travel by reading three texts “Danger! This Mission to Mars Could Bore You to Death!”, “Future of Space Exploration Could See Humans on Mars, Alien Planets”, and “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity”. In this essay, consider the benefits and risks of Space Exploration. Are the benefits of discovery worth the risks and barriers that humans face? Use the three sources to support your response.</li><li>○ Utilize NJSLA resources and released items to help your students better understand the Research Simulation Task.</li></ul></li></ul> <p><b>Standards: W.7.1.a-c; W.7.1.e; W.7.4; W.7.10</b></p> <ul style="list-style-type: none"><li>● District Created Novel Assessment</li></ul>
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>	

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"> <li>● Anchor Text, Short Story: Dark They Were, and Golden-Eyed, Ray Bradbury (490L)</li> <li>● Media, Radio Play: Dark They Were, and Golden-Eyed, Ray Bradbury and Michael McDonough (producer)</li> <li>● Anchor Text, News Article: Danger! This Mission to Mars Could Bore You to Death!, Maggie Koerth-Baker (1290L)</li> <li>● “Future of Space Exploration Could See Humans on Mars, Alien Planets”</li> <li>● “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</li> <li>● “Ellen Ochoa: Director, Johnson Space Center”</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to Core Resources:</li> <li>● Extra Support Readers</li> <li>● Provide options for comprehension</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> <li>● Provide options for perception</li> </ul>	<ul style="list-style-type: none"> <li>● Accessible Leveled Text</li> <li>● Personalize for Learning English Language Support</li> <li>● Teacher Edition sections for ELL Learners (ex. pg 80)</li> <li>● Spanish language version of the text (when available)</li> <li>● myPerspectives Unit Planning Guide- ELD Companion Support</li> <li>● Audio Summary</li> <li>● ESL Basics</li> <li>● Cultivate Relationships and be culturally responsive.</li> <li>● Topic choice</li> <li>● Reflection activities</li> <li>● Various assessment strategies</li> <li>● Pair work</li> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> </ul>	<ul style="list-style-type: none"> <li>● See Document with G&amp;T Savvas Challenges on Schoology</li> <li>● <b>EFFECTIVE EXPRESSION- Research: Informational Report</b> Students write a report on Neil deGrasse Tyson, Mars, or the <i>rover Curiosity</i>.</li> <li>● Novel/Book of Choice (More than 1 per MKP)</li> <li>● Write a research paper describing connections between two texts by the same author.</li> <li>● Leadership Roles</li> <li>● Assign independent projects.</li> <li>● Speak to Student Interests</li> <li>● Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of above-level material</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Savvas Realize</li> <li>● Edulastic</li> <li>● Ixl</li> <li>● brainpop.com</li> <li>● achievethecore.com</li> <li>● Slidesmania link for free virtual interactive notebooks</li> </ul>			

- NoRedInk
- Prezi
- Viewpure
- Bookcreator
- Flipgrid
- Scratch
- TedED Talks
- Padlet
- Peardeck
- 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)

#### **New Jersey Legislative Statutes and Administrative Code Resources**

**(These articles can be used with Notice and Note Nonfiction Signposts)**

- myPerspectives Unit 2 “Starry Home”
- Crater by Homer Hickams
  - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
  - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- NASA Celebrates ‘Hidden Figure’ Mary W. Jackson With Building Naming Ceremony- (Nasa.gov)
  - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) & (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- NASA Goddard Astrophysicist Awarded 2022 LGBTQ+ Scientist of the Year- (Nasa.gov)
  - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a & Amistad Law: N.J.S.A. 18A 52:16A-88)**
- NJDOE Climate Change resources. Connect through space: Climate Change Evidence and Causes and Building Ecological Solutions for Coastal Community Hazards
  - **Standards in Action: Climate Change**
- Readworks- “What Are Climate and Climate Change?”
  - **Standards in Action: Climate Change**
- *Global Climate Change: Vital Signs of the Planet*- “What’s NASA got to do with climate change?”
  - **Standards in Action: Climate Change**

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Anchor Text, Short Story: Dark They Were, and Golden-Eyed, Ray Bradbury (490L)</li> <li>● Media, Radio Play: Dark They Were, and</li> <li>● Golden-Eyed, Ray Bradbury and Michael McDonough (producer)</li> <li>● Anchor Text, News Article: Danger! This Mission to Mars Could Bore You to Death!, Maggie Koerth-Baker (1290L)</li> <li>● “Future of Space Exploration Could See Humans on Mars, Alien Planets”</li> <li>● “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</li> <li>● “Ellen Ochoa: Director, Johnson Space Center”</li> </ul>	<p><b>Vocabulary:</b> 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><b>Review Prompt and Rubric:</b> Work directly with students as a group to review prompts and rubrics. <b>Prewriting:</b> 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><b>Personalized for Learning English Language Support in Teacher Edition (ex: pg 91, 115, 125, etc.)</b></p> <p><b>Four Corners Activity, Sentence Stems</b></p> <p><b>Anchor Chart for Vocabulary &amp; Text Structure</b></p> <p><b>Audio Summary</b></p> <p><b>Accessible Leveled Text</b></p> <p><b>IXL</b></p> <p><b>“Personalize for ELS”</b></p> <p><b>Linguistics:</b> 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><b>Grammar Transfers:</b> 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><b>Cognates:</b> Cognate strategy instruction helps students whose first language shares cognates with English draw on</p>	<p><b>Presentation Strategies:</b> Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</p> <p><b>Organizational/Behavioral Strategies:</b> 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><b>Motivational Strategies:</b> 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><b>Assessment Strategies:</b> Give a pretest to allow the student to demonstrate mastery Provide self-checking materials Provide tests at a higher level of thinking</p> <p><b>Environmental Strategies:</b> Arrange for a mentor to work with the student in interest area Cluster group gifted/talented students by</p>

		<p>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>areas of strength in the classroom Allow independent use of library</p>
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.</li> <li>● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals.</li> <li>● Early planning can provide more options to pay for post-secondary training and employment.</li> <li>● There are a variety of resources available to help navigate the career planning process.</li> <li>● Employee benefits can influence your employment choices.</li> <li>● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</li> </ul>
	<p><b>Performance Expectation/s:</b></p>	<p><b>9.2.8.CAP.1:</b> 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.  <b>9.2.8.CAP.2:</b> Develop a plan that includes information about career areas of interest.  <b>9.2.8.CAP.3:</b> Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.  <b>9.2.8.CAP.4:</b> Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement  <b>9.2.8.CAP.5:</b> Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals</p>



		<p>and an educational plan.</p> <p><b>9.2.8.CAP.6:</b> Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p><b>9.2.8.CAP.7:</b> Devise a strategy to minimize costs of postsecondary education.</p> <p><b>9.2.8.CAP.8:</b> Compare education and training requirements, income potential and primary duties of at least two jobs of interest.</p> <p><b>9.2.8.CAP.9:</b> Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships).</p> <p><b>9.2.8.CAP.10:</b> Evaluate how careers have evolved regionally, nationally, and globally.</p> <p><b>9.2.8.CAP.11:</b> Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p><b>9.2.8.CAP.12:</b> Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.</p> <p><b>9.2.8.CAP.13:</b> Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p><b>9.2.8.CAP.14:</b> Evaluate sources of income and alternative resources to accurately compare employment options.</p> <p><b>9.2.8.CAP.15:</b> Present how the demand for certain skills, the job market and credentials can determine an individual's earning power.</p> <p>• <b>9.2.8.CAP.16:</b> Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p><b>9.2.8.CAP.17:</b> Prepare a sample resume and cover letter as part of an application process.</p> <p><b>9.2.8.CAP.18:</b> Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p><b>9.2.8.CAP.19:</b> Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
<p style="text-align: center;"><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></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
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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)									
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>