

<p style="text-align: center;"><b><i>UNIT # 5: Fate vs. Hard Work</i></b></p> <hr style="width: 20%; margin: 10px auto;"/> <p><i>A Raisin in the Sun</i> by Lorraine Hansberry and <i>The Pearl</i> by John Steinbeck</p>	<p><b>TIMEFRAME:</b> May-June</p>
<p><b>BIG IDEA(S):</b> <b>Reading and Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Build background knowledge about segregation in 1950s America by reading non-fiction texts about <i>the civil rights movement, the Montgomery Bus Boycott, and the Little Rock School Integration Crisis of 1957.</i></li> <li>● Analyze literary devices such as symbolism, allusion, and irony from <i>A Raisin in the Sun</i> (e.g. the plant, sunlight, the liquor store, the “furniture dark” apartment, Beneatha’s hair, the name “Prometheus”)</li> <li>● Review of essential literary terms: plot, setting, character, conflict, theme, and symbol.</li> <li>● Draw inferences about the play’s historical context and support with evidence.</li> <li>● Draw theme statements from <i>A Raisin in the Sun</i>, <i>The Pearl</i>, and “The Force of Luck.”</li> <li>● Develop a definition for “The American Dream.”</li> <li>● Recognize connections between historical documents, non-fiction articles, and fictional texts; analyze and explain the significance of the connections.</li> <li>● Identify the various forms of discrimination against African Americans during the Jim Crow era and make connections to Younger’s hardships in <i>Raisin</i>.</li> <li>● Evaluate the ways in which the social constructs of race, gender, and class shape character motivations and choices.</li> <li>● Explain the existing conflicts between the Younger family members, Mama and Walter, Walter and Ruth, and Walter and Beneatha. How are these</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b> <b>Skills-Based Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do authors express their opinions about society through their works?</li> <li>● How can texts written about society many years ago still be relevant in today’s society?</li> <li>● How are themes developed?</li> <li>● How can nonfiction texts help readers with fiction texts?</li> <li>● How can a good balance of coordinate adjectives create writing pieces that flow?</li> </ul> <p><b>Content-Based Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does your race/gender/economic class affect your success?</li> <li>● What is “good luck”? Can you attain good luck?</li> <li>● How do luck and hard work compare with each other?</li> <li>● Can you affect your future or is it predetermined?</li> <li>● Does our racial identity impact the choices we make? How does racial identity affect how people choose to treat each other?</li> <li>● How are gender roles depicted throughout the play?</li> <li>● How does family influence the choices we make? Does family have a positive or negative influence on our choices?</li> <li>● Does our socio-economic status influence our choices?</li> <li>● To what extent do people choose the socioeconomic class to which they belong?</li> <li>● Why are divisions in social class so persistent? How can they be overcome? What role does choice</li> </ul>

<p>conflicts associated with the American Dream?</p> <ul style="list-style-type: none"> <li>● Connect non-fiction texts to the play to reposition it in its historical context and to connect it to contemporary issues.</li> <li>● Generate questions around race, gender, and class that warrant debate.</li> <li>● Define root of the week: graph/y, poli, tax, sci</li> <li>● Read difficult syntax fluently with strong comprehension.</li> <li>● Build background knowledge about issues related to <i>The Pearl</i> by reading and analyzing a variety of non-fiction texts on related issues: corporate greed, the pearl industry, the Hope Diamond, Marxism (very simple introduction), Mexican culture, and other topics.</li> <li>● List and explain the conventions of folktales and parables; evaluate how <i>The Pearl</i> uses them—or doesn't use them—to create meaning.</li> <li>● Explain the ways in which <i>The Pearl</i> still holds relevance for modern readers in a different world.</li> <li>● Recognize connections between <i>The Pearl</i>, non-fiction articles and fictional texts; analyze and explain the significance of the connections.</li> <li>● Track image patterns and symbols throughout the text (e.g. the pearl, the knife, the rifle, music) and evaluate the evolution of their thematic significance.</li> </ul> <p><b>Writing and Grammar</b></p> <ul style="list-style-type: none"> <li>● Use the vocabulary words correctly in their own writing.</li> <li>● Dialogue Journals (biweekly)</li> <li>● Literary Analysis essays (untimed)</li> <li>● Review Narrative Tasks</li> <li>● Argument vs. Evidence steps 3-6</li> <li>● Using commas to separate coordinate adjectives</li> <li>● Introduction to research paper writing</li> </ul> <p><b>Test Prep</b></p> <ul style="list-style-type: none"> <li>● Write strong open-ended responses with arguable claims supported with evidence.</li> </ul>	<p>play in determining our social class?</p> <ul style="list-style-type: none"> <li>● What is the value of having dreams and goals? How do our goals relate to the choices we make?</li> <li>● Do all Americans have access to the same dreams or choices?</li> <li>● In what ways does <i>A Raisin in the Sun</i> reflect developing attitudes towards race, class, and gender in 1950s America?"</li> <li>● How does the play <i>A Raisin in the Sun</i> mirror the social, educational, political, and economic climate of the 1950s?</li> <li>● Can symbols represent multiple things? How so? Why might an author choose to have one object symbolize multiple things?</li> <li>● How responsible is Kino for what happens to Coyotito at the end of the story? Did he cause his son's death through his choices, or was it a result of external factors out of his control?</li> <li>● What is the driving moral (theme) of <i>The Pearl</i>? Can this text—or any text—be reduced to a simple theme statement, or not?</li> <li>● What does it mean to "be a man"? (Connect this back to <i>A Raisin in the Sun</i>). What layers of meaning are embedded in the word "man"?</li> <li>● How does receiving the pearl change Kino, and what do these changes say about the power of wealth and greed?</li> <li>● What does the term "mob mentality" mean, and why is it important for this story?</li> <li>● Why does music recur so frequently throughout <i>The Pearl</i>? Why is this an effective metaphor to convey changes in mood?</li> <li>● In what ways might <i>The Pearl</i> be considered a traditional parable or folktale?</li> <li>● Why are sensory details so important to <i>The Pearl</i>? Do sensory details have a limit? In other words, are there certain ideas in the story</li> </ul>
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<ul style="list-style-type: none"> <li>• Write essays that synthesize information and ideas from multiple texts, both fiction and non-fiction.</li> <li>• Literary Analysis essays (untimed)</li> <li>• Review Narrative Tasks</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Participate in Socratic Seminars using the habits of discussion.</li> <li>• Acknowledge and respond to claims and questions made by peers in discussion.</li> <li>• Argue their positions orally by citing and analyzing textual evidence.</li> <li>• Constructively criticize their peers' contributions to the literature circles.</li> <li>• Work together to make sense of difficult passages through collaborative discussion.</li> <li>• Active Listening</li> <li>• Paraphrasing/Retelling</li> </ul>	<p>that cannot be conveyed through sensory details?</p> <ul style="list-style-type: none"> <li>• What makes Steinbeck's syntax difficult? What is he trying to accomplish by writing such difficult, complex sentences?</li> <li>• How do the symbols of the pearl, knives, guns, and medicine develop over the course of the text? How do they contribute to the novel's overarching themes?</li> <li>• In what ways is <i>The Pearl</i> still relevant in the era of Wall Street?</li> <li>• In what ways does <i>The Pearl</i> reinforce or complicate our understandings of traditional gender roles? (Running question throughout the course).</li> <li>• In what ways is "evil" located in the external world outside of us, and in what ways is it located inside each of us?</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <p><b>Skills-Based Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Students will understand that the fundamental differences between drama and novels include the structure (scenes/acts vs. chapters), amount of dialogue, and amount of narrative descriptions.</li> <li>• Students will understand that reading difficult syntax, like Steinbeck's, often requires them to use a number of fix-up strategies when comprehension breaks down.</li> <li>• Students will understand that summarizing a text requires careful selection of details and a particular angle (decisions with a purpose, challenges, etc.)</li> <li>• Students will understand that asking unprompted questions of a text is the best way to engage with it.</li> <li>• Students will understand that topic sentences are arguable claims that state the claim of the paragraph that follows and that contribute directly to the overarching thesis statement of the essay.</li> <li>• Students will understand that nonfiction texts can help us analyze a work of literature in two ways: 1) by positioning it in the historical context in which it was produced, and 2) by connecting it to contemporary issues that make it relevant for the modern day (recycled throughout the course).</li> <li>• Students will understand that teaching and explaining a text to peers requires a deep knowledge of its content.</li> <li>• Students will understand that coordinate adjectives require commas between them and the adjectives should be listed in the correct order.</li> <li>• Students will understand that folktales and parables follow a distinct set of conventions, which <i>The Pearl</i> uses to construct meaning.</li> <li>• Students will understand that objects and locations in texts can symbolize abstract ideas; they will also understand that symbols may (and often do) evolve over the course of a story.</li> </ul>	

- Students will understand that while texts contain themes, reducing a text to one message is a dangerous, reductive practice (they should be ready for this idea at this point in the year).
- Students will understand that sentence complexity plays an important role in contributing to meaning in a text.

#### **Content-Based Essential Questions:**

- Students will understand that *The Pearl* and *A Raisin in the Sun* send richly ambiguous messages about gender roles that are still relevant for the modern day.
- Students will understand that the idea of “being a man” has multiple layers of meaning—it can mean being human, being masculine, and being an adult. All 3 meanings are interrelated but distinct.
- Students will understand that Steinbeck and Hansberry use sensory details extensively in large part to offset the texts’ engagement with abstract ideas and concepts.
- Students will understand that *The Pearl*’s ideas about greed, money, and power are still relevant for modern readers.
- Students will understand that evil is located both around us and within us—because we’re human, we’re all capable of terrible things.
- Students will understand that class divisions are entrenched into our society’s infrastructure and are difficult (and dangerous) to cross.
- Students will understand that pressure from outside sources or other people can have a significant impact on the choices we make.
- Students will understand that racial identity can affect our life choices in complex ways.
- Students will understand that the American Dream is difficult to attain when people face certain socio-economic barriers, but a good education can help overcome those barriers.
- Students will understand how the play conveys three different types of women: the traditional, the supportive, and the progressive. Students will also understand how socially enforced norms and expectations regarding masculinity cause Walter to feel inferior.
- Students will understand that family can have a positive and negative influence on our choices.
- Students will understand that literary devices such as symbolism, allusion, and irony contribute to the overall meaning of the play.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b> <b>Students will...</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>• RL.CR.7.1</li> <li>• RL.CI.7.2</li> <li>• RL.IT.7.3</li> <li>• RL.TS.7.4</li> <li>• RL.CT.7.8</li> <li>• RI.CR.7.1</li> <li>• RI.CI.7.2</li> <li>• RI.IT.7.3</li> <li>• RI.CT.7.8</li> </ul>

	<ul style="list-style-type: none"> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> <li>• L.VL.7.3</li> <li>• L.VI.7.4</li> </ul>
<ul style="list-style-type: none"> <li>• Paraphrase difficult sections of Hansberry's play.</li> <li>• Define literary devices such as symbolism, allusion, and irony.</li> <li>• Track images/symbols throughout <i>A Raisin in the Sun</i> and <i>The Pearl</i> and record each occurrence in a journal.</li> <li>• Assess background knowledge about the setting in which <i>A Raisin in the Sun</i> and <i>The Pearl</i> takes place before reading.</li> <li>• Keep a running list of the roots of the week and the associated vocabulary words.</li> <li>• Define words from the Root of the Week.</li> <li>• Read and summarize non-fiction partner texts on the Hope Diamond, Mexican culture, Marxism, oral cultures, etc. using the "What's Important" organizer and the "What, What About It, Why" organizer.</li> <li>• Summarize chapters of the text using the "What's Important" organizer.</li> <li>• Review the terms "symbol" and "theme."</li> <li>• List the conventions of folktales and parables and recognize occurrences of each in the novella.</li> <li>• Given arguments, students must support them with their own relevant evidence and explanation. (<i>NJ Progress</i>)</li> <li>• List the symbols used in "The Force of Luck" and <i>The Pearl</i>.</li> </ul>	<p><b>Tier 1 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>A Raisin in the Sun</i> by Lorraine Hansberry</li> <li>• "The Force of Luck" by Rudolfo A. Anaya</li> <li>• Nonfiction partner texts: "Daisy Bates and The Little Rock Nine" <a href="http://www.npr.org/templates/story/story.php?storyId=14563865">http://www.npr.org/templates/story/story.php?storyId=14563865</a></li> <li>• "Bus Boycott in Montgomery: <a href="http://www.americaslibrary.gov/aa/king/aa_king_bus_1.html">http://www.americaslibrary.gov/aa/king/aa_king_bus_1.html</a></li> <li>• "Civil Rights Movement" <a href="http://www.history.com/topics/black-history/civil-rights-movement">http://www.history.com/topics/black-history/civil-rights-movement</a></li> <li>• Langton Hughes "Let America be America Again" and <i>Harlem (What happens to a dream deferred?)</i></li> <li>• <i>The Pearl</i> by John Steinbeck</li> <li>• Partner Texts: curse of the Hope Diamond (<a href="http://history1900s.about.com/od/1950s/a/hopediamond.htm">http://history1900s.about.com/od/1950s/a/hopediamond.htm</a>) ; background reading about Mexican culture, class divisions, and indigenous peoples (<a href="http://www.everyculture.com/Ma-Ni/Mexico.html">http://www.everyculture.com/Ma-Ni/Mexico.html</a>) ; introduction to Marxism and his views on the class divide (<a href="http://www.historylearningsite.co.uk/karl_marx.htm">http://www.historylearningsite.co.uk/karl_marx.htm</a>) ; wealth addiction (<a href="http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html">http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html</a>) ; pearl diving in Mexico (<a href="http://traveltips.usatoday.com/pearl-diving-mexico-16127.html">http://traveltips.usatoday.com/pearl-diving-mexico-16127.html</a>)</li> <li>• List of folktale characteristics: <a href="http://www2.nkfust.edu.tw/~emchen/CLit/folk_lit_char.htm">http://www2.nkfust.edu.tw/~emchen/CLit/folk_lit_char.htm</a></li> <li>• <i>NJ Progress</i></li> </ul>

<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b> <b>Students will...</b></p>	<p><b>Tier 2 Standards:</b></p> <ul style="list-style-type: none"> <li>• RL.CR.7.1</li> <li>• RL.CI.7.2</li> <li>• RL.IT.7.3</li> <li>• RL.TS.7.4</li> <li>• RL.CT.7.8</li> <li>• RI.CR.7.1</li> <li>• RI.CI.7.2</li> <li>• RI.IT.7.3</li> <li>• RI.CT.7.8</li> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> <li>• L.VL.7.3</li> <li>• L.VI.7.4</li> </ul>
<ul style="list-style-type: none"> <li>• Analyze and explain in paragraphs the significance that shorter passages of the text have for the play as a whole.</li> <li>• Compare and contrast film versions with the play-text through two-column visual organizers and written responses.</li> <li>• Explain the difference between correct and incorrect usage of vocabulary words in context through class discussions.</li> <li>• Determine the main idea of non-fiction articles as well as sections of <i>The Pearl</i> using the “main idea organizer” from the “What’s Important” organizer for fiction.</li> <li>• Analyze word choice all texts and explain how individual words and phrases affect meaning and tone. Students will do this in writing and orally through whole class discussions.</li> <li>• Compare and contrast Kino’s point of view with Juana’s (<i>The Pearl</i>). This will be done through class discussions and note taking.</li> <li>• Compare and contrast the relationship between the couple in <i>The Pearl</i> and the couple in “The Force of Luck.” How do they rely on each other? Are they supportive of their spouses’ decisions? This will be done through whole class discussion and note taking.</li> <li>• Apply nonfiction partner texts to the novella by recognizing connections between them. Students will consider especially the ways in which the novel depicts Mexico, drawing on partner texts.</li> </ul>	<p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>A Raisin in the Sun</i> by Lorraine Hansberry</li> <li>• “The Force of Luck” by Rudolfo A. Anaya</li> <li>• Nonfiction partner texts: “Daisy Bates and The Little Rock Nine” <a href="http://www.npr.org/templates/story/story.php?storyId=14563865">http://www.npr.org/templates/story/story.php?storyId=14563865</a></li> <li>• “Bus Boycott in Montgomery: <a href="http://www.americaslibrary.gov/aa/king/aa_king_bus_1.html">http://www.americaslibrary.gov/aa/king/aa_king_bus_1.html</a></li> <li>• “Civil Rights Movement” <a href="http://www.history.com/topics/black-history/civil-rights-movement">http://www.history.com/topics/black-history/civil-rights-movement</a></li> <li>• Langton Hughes “Let America be America Again” and Harlem (What happens to a dream deferred?)</li> <li>• Film versions of <i>A Raisin in the Sun</i>.</li> <li>• Two-column visual organizer-teacher-created</li> <li>• Partner Texts: curse of the Hope Diamond (<a href="http://history1900s.about.com/od/1950s/a/hopediamond.htm">http://history1900s.about.com/od/1950s/a/hopediamond.htm</a>) ; background reading about Mexican culture, class divisions, and indigenous peoples (<a href="http://www.everyculture.com/Ma-Ni/Mexico.html">http://www.everyculture.com/Ma-Ni/Mexico.html</a>) ; introduction to Marxism and his views on the class divide (<a href="http://www.historylearningsite.co.uk">http://www.historylearningsite.co.uk</a></li> </ul>

<ul style="list-style-type: none"> <li>● Explain the ways in which <i>The Pearl</i> is still relevant for us as readers today.</li> <li>● Answer questions posed by peers (the questioner, among others) with inferences supported by textual evidence and background knowledge.</li> <li>● Use context clues to figure out the meaning of unknown words in the text.</li> <li>● Compose a list of synonyms and antonyms for <i>Wordly Wise</i> words.</li> <li>● Answer questions with arguments and relevant evidence and explanation. (<i>NJ Progress</i>)</li> <li>● Compare their list of symbols in “The Force of Luck” and <i>The Pearl</i> and circle those symbols that overlap.</li> </ul>	<p><a href="http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html">k/karl_marx.htm</a>) ; wealth addiction (<a href="http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html">http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html</a>) ; pearl diving in Mexico (<a href="http://traveltips.usatoday.com/pearl-diving-mexico-16127.html">http://traveltips.usatoday.com/pearl-diving-mexico-16127.html</a>)</p> <ul style="list-style-type: none"> <li>● <i>Wordly Wise</i> vocabulary book</li> <li>● 7<sup>th</sup> Grade Reading Textbook</li> <li>● <i>NJ Progress</i></li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b> <b>Students will...</b></p>	<p><b>Tier 3 Standards:</b></p> <ul style="list-style-type: none"> <li>● RL.CR.7.1</li> <li>● RL.CI.7.2</li> <li>● RL.IT.7.3</li> <li>● RL.TS.7.4</li> <li>● RL.CT.7.8</li> <li>● RI.CR.7.1</li> <li>● RI.CI.7.2</li> <li>● RI.IT.7.3</li> <li>● RI.CT.7.8</li> <li>● L.SS.7.1</li> <li>● L.KL.7.2</li> <li>● L.VL.7.3</li> <li>● L.VI.7.4</li> <li>● SL.UM.7.5</li> </ul>
<ul style="list-style-type: none"> <li>● Evaluate the validity of inferences drawn from the text, through use of textual evidence and background knowledge.</li> <li>● Critique the oral and written work of their peers, offering feedback on what they do well and where they can improve.</li> <li>● Generate questions that warrant debate, in both writing and discussion.</li> <li>● Evaluate how literary devices contribute to the play’s overall messages or themes.</li> <li>● Evaluate the significance and development of words, phrases, and image patterns.</li> <li>● Evaluate how the differences between selected scenes of the film version of <i>A Raisin in the Sun</i> and the text have different effects on the audience/reader.</li> </ul>	<p><b>Tier 3 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Raisin in the Sun</i> by Lorraine Hansberry</li> <li>● “The Force of Luck” by Rudolfo A. Anaya</li> <li>● Nonfiction partner texts: “Daisy Bates and The Little Rock Nine” <a href="http://www.npr.org/templates/story/story.php?storyId=14563865">http://www.npr.org/templates/story/story.php?storyId=14563865</a></li> <li>● “Bus Boycott in Montgomery: <a href="http://www.americaslibrary.gov/aa/king/aa_king_bus_1.html">http://www.americaslibrary.gov/aa/king/aa_king_bus_1.html</a></li> <li>● “Civil Rights Movement” <a href="http://www.history.com/topics/black-history/civil-rights-movement">http://www.history.com/topics/black-history/civil-rights-movement</a></li> </ul>

<p>This will be done through class discussions.</p> <ul style="list-style-type: none"> <li>● Craft theme statements and evaluate their validity, supporting arguments with evidence and analysis.</li> <li>● Evaluate the significance and development of words, phrases, and image patterns, and symbols through discussion, written responses, and double-entry journals.</li> <li>● Evaluate the thematic significance of the differences and similarities between The Younger's search for a better life (<i>A Raisin in the Sun</i>) and Kino's search for a better life.</li> <li>● Generate discussion questions rooted in an understanding of the text's major themes, conflicts, characters, and symbols.</li> <li>● Generate your own questions that warrant research and debate."</li> <li>● Generate your own questions, then research and build arguments supported with evidence and explanation."</li> <li>● Compose a PARCC Narrative Writing Task. Rewrite the last scene of the play changing Walter's decision or add one more scene to the play. In this scene show the audience what happens to the Younger family six months after moving into the new house. Was the American Dream fulfilled, was it still deferred, or is it a work in progress? Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Writing)</li> <li>● Compose a PARCC Narrative Writing Task. Write a narrative that re-imagines <i>The Pearl</i> in the modern day. Instead of a pearl, what might Kino find? Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Writing)</li> <li>● Compose Literary Analysis: You have read "The Force of Luck" and <i>The Pearl</i>. Think about the similarities and differences in how the two authors develop the themes in each text. Write an essay in which you develop a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections. 5 paragraphs (See Writing)</li> </ul>	<ul style="list-style-type: none"> <li>● Langton Hughes "Let America be America Again" and <i>Harlem (What happens to a dream deferred?)</i></li> <li>● Film and play versions of <i>Raisin in the Sun</i>.</li> <li>● Partner Texts: curse of the Hope Diamond (<a href="http://history1900s.about.com/od/1950s/a/hopediamond.htm">http://history1900s.about.com/od/1950s/a/hopediamond.htm</a>) ; background reading about Mexican culture, class divisions, and indigenous peoples (<a href="http://www.everyculture.com/Ma-Ni/Mexico.html">http://www.everyculture.com/Ma-Ni/Mexico.html</a>) ; introduction to Marxism and his views on the class divide (<a href="http://www.historylearningsite.co.uk/karl_marx.htm">http://www.historylearningsite.co.uk/karl_marx.htm</a>) ; wealth addiction (<a href="http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html">http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html</a>) ; pearl diving in Mexico (<a href="http://traveltips.usatoday.com/pearl-diving-mexico-16127.html">http://traveltips.usatoday.com/pearl-diving-mexico-16127.html</a>)</li> <li>● "What's Important" organizer (<a href="http://theliteracycookbook.wordpress.com/2012/08/20/approaches-to-the-common-core-teaching-whats-important/">http://theliteracycookbook.wordpress.com/2012/08/20/approaches-to-the-common-core-teaching-whats-important/</a>).</li> <li>● <i>NJ Progress</i></li> </ul>
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<ul style="list-style-type: none"> <li>• Write one to two paragraphs explaining how both authors' used symbols similarly and differently in "The Force of Luck" and <i>The Pearl</i>.</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Written summaries of both non-fiction articles as well as sections of the text using the "What's Important" organizer (see also Writing)</li> <li>• Identify and state the main idea of passages in the text in their own words</li> <li>• Socratic Seminars on the play and the non-fiction partner texts (see also Oral Fluency)</li> <li>• Research paper about the how the socio-economic and racial tensions of the time impacted the choices that characters made in the play. (See Writing section for details)</li> <li>• Comprehension grade based on class participation</li> <li>• Students will compose a PARCC Narrative Writing Task. Rewrite the last scene of the play changing Walter's decision or add one more scene to the play. In this scene show the audience what happens to the Younger family six months after moving into the new house. Was the American Dream fulfilled, was it still deferred, or is it a work in progress? Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Writing)</li> <li>• For each character in the play, choose one representative song or work of music. You can stick to the music of 1959, if you want to stay within the time setting of the play, but you do not have to. Create a playlist of the songs you choose, or embed each song into a Power Point slide show, or create a You Tube montage of songs. Write a paragraph explaining the reasons for your song choices. Be prepared to share your songs with the class. (See Oral Fluency)</li> <li>• Paraphrase difficult passages from partner texts and <i>A Raisin in the Sun</i> and <i>the Pearl</i> (see also Writing).</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p>

<ul style="list-style-type: none"> <li>• Write summaries of both non-fiction articles as well as sections of the texts (see also Writing).</li> <li>• Identify the main idea of both non-fiction articles and passages in the text.</li> <li>• Evaluate pieces of analytical / argumentative writing produced by their peers, identifying and articulating the strengths and weaknesses of each one</li> <li>• Socratic Seminars on <i>A Raisin in the Sun</i>, <i>The Pearl</i>, and the non-fiction partner texts (see also Oral Fluency)</li> <li>• Chapter tests and quizzes</li> <li>• Literary Analysis: You have read “The Force of Luck” and <i>The Pearl</i>. Think about the similarities and differences in how the two authors develop the themes in each text. Write an essay in which you develop a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections. (5 paragraphs)</li> <li>• PARCC Narrative Writing Task. Write a narrative that re-imagines <i>The Pearl</i> in the modern day. Instead of a pearl, what might Kino find? Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Writing)</li> </ul>	
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b> <b>Students will...</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>• W.AW.7.1</li> <li>• W.IW.7.2</li> <li>• W.NW.7.3</li> <li>• W.WP.7.4</li> <li>• W.WR.7.5</li> <li>• W.SE.7.6</li> <li>• W.RW.7.7</li> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> </ul>
<ul style="list-style-type: none"> <li>• Paraphrase passages of <i>A Raisin in the Sun</i> (see also Reading).</li> <li>• Summarize portions of the text using the “What’s Important” organizer</li> <li>• Define “coordinate adjectives.”</li> <li>• Review the terms “simple sentence,” “complex sentence,” “compound sentences,” and “compound-complex sentences.”</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• “What’s Important” organizer (<a href="http://theliteracycookbook.wordpress.com/2012/08/20/approaches-to-the-common-core-teaching-whats-important/">http://theliteracycookbook.wordpress.com/2012/08/20/approaches-to-the-common-core-teaching-whats-important/</a>).</li> <li>• <i>A Raisin in the Sun</i> by Lorraine Hansberry</li> <li>• 7<sup>th</sup> grade Grammar Textbook</li> </ul>

<ul style="list-style-type: none"> <li>Choose an author they have learned about this year to research.</li> </ul>	
<b>Tier 2 Activities/Strategies (Application/Analysis)</b> <b>Students will...</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>W.AW.7.1</li> <li>W.IW.7.2</li> <li>W.NW.7.3</li> <li>W.WP.7.4</li> <li>W.WR.7.5</li> <li>W.SE.7.6</li> <li>W.RW.7.7</li> <li>L.SS.7.1</li> <li>L.KL.7.2</li> </ul>
<ul style="list-style-type: none"> <li>Analyze textual evidence from non-fiction partner texts and explain how it makes <i>The Pearl</i> relevant for modern readers.</li> <li>Draw inferences about the historical and cultural context in which the novella takes place based on textual evidence.</li> <li>Use transition words and phrases effectively within and between paragraphs to convey the relationships between ideas clearly.</li> <li>Apply the rules of comma usage to their own writing; self-correct comma splices and edit their peers' papers for them.</li> <li>Apply the rules of sentence structure and sentence types to their own writing.</li> <li>Use vocabulary words correctly in their own writing.</li> <li>Add commas to sentences that require coordinate adjectives.</li> <li>Write essays using a variety of simple, complex, compound, and compound-complex sentences to show differing relationships among ideas.</li> <li>Choose reliable sources for their research assignment.</li> <li>Find 10-15 important facts/accomplishments of the author they chose.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>"What's Important" organizer (<a href="http://theliteracycookbook.wordpress.com/2012/08/20/approaches-to-the-common-core-teaching-whats-important/">http://theliteracycookbook.wordpress.com/2012/08/20/approaches-to-the-common-core-teaching-whats-important/</a>).</li> <li>Partner Texts: curse of the Hope Diamond (<a href="http://history1900s.about.com/od/1950s/a/hopediamond.htm">http://history1900s.about.com/od/1950s/a/hopediamond.htm</a>) ; background reading about Mexican culture, class divisions, and indigenous peoples (<a href="http://www.everyculture.com/Ma-Ni/Mexico.html">http://www.everyculture.com/Ma-Ni/Mexico.html</a>) ; introduction to Marxism and his views on the class divide (<a href="http://www.historylearningsite.co.uk/karl_marx.htm">http://www.historylearningsite.co.uk/karl_marx.htm</a>) ; wealth addiction (<a href="http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html">http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html</a>) ; pearl diving in Mexico (<a href="http://traveltips.usatoday.com/pearl-diving-mexico-16127.html">http://traveltips.usatoday.com/pearl-diving-mexico-16127.html</a>)</li> <li>7<sup>th</sup> grade Grammar textbook</li> <li>Slideshow on note cards- teacher created</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b> <b>Students will...</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>W.AW.7.1</li> <li>W.IW.7.2</li> <li>W.NW.7.3</li> <li>W.WP.7.4</li> <li>W.WR.7.5</li> <li>W.SE.7.6</li> <li>W.RW.7.7</li> </ul>

	<ul style="list-style-type: none"> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> </ul>
<ul style="list-style-type: none"> <li>• Critique the work of their peers and offer feedback.</li> <li>• Critique their own work; revise and edit as needed with help from adults and peers</li> <li>• Write a strong introductory paragraph that positions the novel in its historical context and introduces a clear claim.</li> <li>• Write a strong concluding paragraph that recapitulates the essay's central arguments and ends with a punch.</li> <li>• Write strong body paragraphs that compare or contrast evidence from two sources and evaluate the relationship between them.</li> <li>• Critique their own work for weaknesses in thesis, structure, analysis, and selection of evidence.</li> <li>• Integrate feedback from peers into final versions of literary response papers.</li> <li>• Students will complete the biweekly Dialogue Journal by responding to a question about the texts, asking an insightful question to their partner and responding to their partner's previous question. Use evidence to back up their answers. (One page in composition notebook) Example question: "How much does 'luck' play a role in a person's life?"</li> <li>• Compose a PARCC Narrative Writing Task. Rewrite the last scene of the play changing Walter's decision or add one more scene to the play. In this scene show the audience what happens to the Younger family six months after moving into the new house. Was the American Dream fulfilled, was it still deferred, or is it a work in progress? Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Reading)</li> <li>• Compose a PARCC Narrative Writing Task. Write a narrative that re-imagines <i>The Pearl</i> in the modern day. Instead of a pearl, what might Kino find? Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Reading)</li> <li>• Students will compose Literary Analysis: You have read "The Force of Luck" and <i>The Pearl</i>. Think about the similarities</li> </ul>	<p><b>Tier 3 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>The Pearl</i> by John Steinbeck</li> <li>• Dialogue Journals based on <i>Question Prompts</i> by Pat Pavelka</li> <li>• "What's Important" organizer (<a href="http://theliteracycookbook.wordpress.com/2012/08/20/approaches-to-the-common-core-teaching-whats-important/">http://theliteracycookbook.wordpress.com/2012/08/20/approaches-to-the-common-core-teaching-whats-important/</a>).</li> <li>• 7<sup>th</sup> grade Grammar textbook</li> </ul>

<p>and differences in how the two authors develop the themes in each text. Write an essay in which you develop a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections. 5 paragraphs (See Reading)</p> <ul style="list-style-type: none"> <li>• Compose ten sentences with coordinate adjectives putting commas in the correct locations.</li> <li>• Edit the work of their peers in the above assignment.</li> <li>• Evaluate the reliability of their peers' resources for the research paper.</li> <li>• Evaluate the importance of the facts on each note card.</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Summaries that capture the main points of a portion of the text</li> <li>• Feedback on their peers' essays, as well as their own</li> <li>• Using commas correctly in their own writing</li> <li>• Using varied types of sentences in their writing</li> <li>• Using vocabulary words correctly in their own writing</li> <li>• Paraphrase difficult passages from partner texts and <i>A Raisin in the Sun</i> and <i>The Pearl</i>.</li> <li>• Write summaries of both non-fiction articles as well as sections of the texts.</li> <li>• PARCC Narrative Writing Task. Write a narrative that re-imagines <i>The Pearl</i> in the modern day. Instead of a pearl, what might Kino find? Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Reading)</li> <li>• Biweekly Dialogue Journal- respond to a weekly question about the text, asking an insightful question to their partner and responding to their partner's previous question. (One page in composition notebook)</li> <li>• PARCC Narrative Writing Task. Rewrite the last scene of the play changing</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>• Computer lab for research paper</li> <li>• Laptops for typing and printing all essays</li> </ul>

<p>Walter's decision or add one more scene to the play. In this scene show the audience what happens to the Younger family six months after moving into the new house. Was the American Dream fulfilled, was it still deferred, or is it a work in progress? Be sure to use what you have learned about the setting, characters, and plot of the passage. (See Writing)</p>	
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b> Students will...</p>	<p><b>Tier 1 Standards:</b></p> <ul style="list-style-type: none"> <li>• W.AW.7.1</li> <li>• W.IW.7.2</li> <li>• RL.CR.7.1</li> <li>• L.VL.7.3</li> <li>• L.VI.7.4</li> </ul>
<ul style="list-style-type: none"> <li>• Paraphrase test questions to ensure comprehension.</li> <li>• Practice annotating the text for evidence that supports a particular answer.</li> <li>• Practice crossing out incorrect answers through guided discussion.</li> <li>• Begin open-response answers by restating the question, using “by” for “How?” questions and “because” for “Why?” questions.</li> <li>• Use computers frequently to prepare for the format of the PARCC exam.</li> <li>• Use Standard English in all writing.</li> <li>• List the components of literary analysis essays. (review)</li> <li>• Define the terms “compare” and “contrast” as they apply to writing prompts.</li> </ul>	<p><b>Tier 1 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• Practice passages: ANet, PARCC, <i>NJ Progress</i>.</li> <li>• TLC narrative prewriting organizer (<a href="http://www.literacycookbook.com/download.php?did=66">http://www.literacycookbook.com/download.php?did=66</a>).</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b> Students will...</p>	<p><b>Tier 2 Standards:</b></p> <ul style="list-style-type: none"> <li>• W.AW.7.1</li> <li>• W.IW.7.2</li> <li>• RL.CR.7.1</li> <li>• L.VL.7.3</li> <li>• L.VI.7.4</li> </ul>
<ul style="list-style-type: none"> <li>• Practice selecting evidence for open-response questions.</li> </ul>	<p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• Practice passages: ANet, PARCC, <i>NJ Progress</i>.</li> <li>• Rubric for open responses.</li> </ul>

<ul style="list-style-type: none"> <li>● Explain why one piece of evidence is better than another for supporting a given claim.</li> <li>● Practice ending open-responses with punchy insights.</li> <li>● Practice answering questions about grammar, main idea, author's purpose, and inference.</li> <li>● Identify the meanings of unknown words through the use of context clues and roots.</li> <li>● Prewrite literary analysis essays using the appropriate organizers.</li> </ul>	<ul style="list-style-type: none"> <li>● TLC narrative prewriting organizer (<a href="http://www.literacycookbook.com/download.php?did=66">http://www.literacycookbook.com/download.php?did=66</a>).</li> <li>●</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b> <b>Students will...</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>● W.AW.7.1</li> <li>● W.IW.7.2</li> <li>● RL.CR.7.1</li> <li>● L.VL.7.3</li> <li>● L.VI.7.4</li> </ul>
<ul style="list-style-type: none"> <li>● Evaluate the strength of different pieces of textual evidence for a potential answer; select multiple pieces of supporting evidence (a common question on the PARCC).</li> <li>● Construct strong open-response answers.</li> <li>● Evaluate the validity of the “good” answer and the “best” answer, and explain why one works better than the other.</li> <li>● Answer questions that synthesize information across multiple texts from different genres, both fiction and non-fiction.</li> <li>● Create questions, multiple-choice and open-ended.</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>● TLC narrative prewriting organizer (<a href="http://www.literacycookbook.com/download.php?did=66">http://www.literacycookbook.com/download.php?did=66</a>).</li> <li>● Practice passages: ANet, PARCC, <i>NJ Progress</i>.</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>● Practice tests on multiple-choice and open-response skills.</li> <li>● Original, student-generated multiple-choice and open-ended questions.</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>● [List ways in which you will connect Test Prep to other disciplines and integrate technology.]</li> </ul>
<b>SPEAKING/ LISTENING</b>	<b>RELEVANT RESOURCES/MATERIALS/Standards</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>● W.AW.7.1</li> </ul>

<b>Students will...</b>	<ul style="list-style-type: none"> <li>• W.IW.7.2</li> <li>• W.WP.7.4</li> <li>• W.WR.7.5</li> <li>• W.SE.7.6</li> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> <li>• L.VL.7.3</li> <li>• SL.PE.7.1</li> <li>• SL.II.7.2</li> <li>• SL.ES.7.3</li> <li>• SL.PI.7.4</li> <li>• SL.UM.7.5</li> <li>• SL.AS.7.6</li> </ul>
<ul style="list-style-type: none"> <li>• Read passages of the text aloud with correct pronunciation.</li> <li>• Pronounce dialect correctly when reading from both <i>A Raisin in the Sun</i> and historical documents.</li> <li>• Follow the procedures and expectations for guided discussions and Socratic Seminars.</li> <li>• Take notes before, during, and after class discussions, guided and Socratic.</li> <li>• Complete an Observation Checklist during Socratic Seminars.</li> <li>• Participate in discussions using Standard English grammar.</li> <li>• Discuss how music can represent feelings and even personalities.</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Observation checklist <a href="http://www.literacycookbook.com/uploaded_files/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc">http://www.literacycookbook.com/uploaded_files/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc</a></li> <li>• Socratic Seminar handouts <a href="https://www.literacycookbook.com/download.php?did=73">https://www.literacycookbook.com/download.php?did=73</a></li> <li>• <i>The Pearl</i> by the John Steinbeck</li> <li>• “The Force of Luck” by Rudolfo A. Anaya</li> <li>• Music assignment-teacher-created</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b> <b>Students will...</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>• W.AW.7.1</li> <li>• W.IW.7.2</li> <li>• W.WP.7.4</li> <li>• W.WR.7.5</li> <li>• W.SE.7.6</li> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> <li>• L.VL.7.3</li> <li>• SL.PE.7.1</li> <li>• SL.II.7.2</li> <li>• SL.ES.7.3</li> <li>• SL.PI.7.4</li> <li>• SL.UM.7.5</li> <li>• SL.AS.7.6</li> </ul>
<ul style="list-style-type: none"> <li>• Perform passages from the text for the class with proper pronunciation and appropriate expression.</li> <li>• Explain the difference between dialect and standard English.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Socratic Seminar handouts <a href="https://www.literacycookbook.com/download.php?did=73">https://www.literacycookbook.com/download.php?did=73</a></li> <li>• <i>The Pearl</i> by the John Steinbeck</li> </ul>



<ul style="list-style-type: none"> <li>• Participate in Socratic Seminars, responding to teacher-generated questions.</li> <li>• Acknowledge and build on the views expressed by their peers.</li> <li>• Cite textual evidence to support their claims and opinions, calling their peers' attention to important passages.</li> <li>• Analyze and explain the use of literary devices through discussion; discuss the significance of individual passages and their relation to the whole text.</li> <li>• Identify and analyze the main ideas in both fiction and non-fiction texts through discussion.</li> <li>• Reference ideas from multiple texts and make connections between them over the course of a discussion.</li> <li>• Listen to various songs from 1959 and analysis their style through class discussions and note-taking.</li> </ul>	<ul style="list-style-type: none"> <li>• “The Force of Luck” by Rudolfo A. Anaya</li> <li>• Music assignment rubric-teacher-created</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b> Students will...</p>	<p><b>Tier 3 Standards:</b></p> <ul style="list-style-type: none"> <li>• W.AW.7.1</li> <li>• W.IW.7.2</li> <li>• W.WP.7.4</li> <li>• W.WR.7.5</li> <li>• W.SE.7.6</li> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> <li>• L.VL.7.3</li> <li>• SL.PE.7.1</li> <li>• SL.II.7.2</li> <li>• SL.ES.7.3</li> <li>• SL.PI.7.4</li> <li>• SL.UM.7.5</li> <li>• SL.AS.7.6</li> </ul>
<ul style="list-style-type: none"> <li>• Participate in a Socratic Seminar answering the following question: “Is greed always a bad thing? Use evidence from <i>The Pearl</i> and “The Force of Luck” to back up your response.</li> <li>• Critique the performances of their peers during Socratic Seminars.</li> <li>• Synthesize a variety of texts on different topics and from different genres during both guided discussions and seminars (see also Reading).</li> </ul>	<p><b>Tier 3 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• Socratic Seminar handouts <a href="https://www.literacycookbook.com/download.php?did=73">https://www.literacycookbook.com/download.php?did=73</a></li> <li>• <i>The Pearl</i> by the John Steinbeck</li> <li>• “The Force of Luck” by Rudolfo A. Anaya</li> <li>• Music assignment rubric-teacher-created</li> </ul>

<ul style="list-style-type: none"> <li>• Evaluate the strength of the arguments made by their peers, based on the quality of their evidence and analysis.</li> <li>• Pose original questions for the class to answer.</li> <li>• Construct original arguments to answer the discussion questions.</li> <li>• Evaluate the strengths and weaknesses of their peers' performances.</li> <li>• Evaluate their peers' artistic choices in their performances and the interpretation of the speech that they create.</li> <li>• For each character in the play, choose one representative song or work of music. You can stick to the music of 1959, if you want to stay within the time setting of the play, but you do not have to. Create a playlist of the songs you choose, or embed each song into a Power Point slide show, or create a You Tube montage of songs. Write a paragraph explaining the reasons for your song choices. Be prepared to share your songs with the class. (See Reading)</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Participation in guided discussions.</li> <li>• Socratic Seminar answering the following question: "Is greed always a bad thing? Use evidence from <i>The Pearl</i> and "The Force of Luck" to back up your response.</li> <li>• Students will discuss topics that appear in the play such as: assimilation, race, class, gender, and education.</li> <li>• Notes on classmates' views.</li> <li>• Oral and written critiques of classmates' views and participation.</li> <li>• Use of Standard English and complete sentences in contributions to class discussions.</li> <li>• Videotaped seminars to be graded (this might increase engagement and add urgency).</li> <li>• For each character in the play, choose one representative song or work of music. You can stick to the music of 1959, if you want to stay within the time setting of the play, but you do not have to. Create a playlist of the songs you choose, or embed each song</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>• [List ways in which you will connect Other to other disciplines and integrate technology.]</li> </ul>

into a Power Point slide show, or create a You Tube montage of songs. Write a paragraph explaining the reasons for your song choices. Be prepared to share your songs with the class. (See Reading)	
<b>ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):</b>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

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