

<b>UNIT # <u>4</u> : <u>The Pact</u>/Survival</b>	<b>TIME FRAME:</b> January/February, 6 weeks
<p><b>BIG IDEA(S):</b></p> <p><b>Reading/Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting authors' presentation of events</li> <li>• Analyzing relationships between sections of text and overall development of ideas</li> <li>• Determining how and why authors use text features to support their purpose for writing</li> <li>• Citing textual evidence to support inference</li> <li>• Cause/Effect</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Document-based question writing</li> <li>• Literary Analysis</li> <li>• Compare/contrast and synthesize sources</li> <li>• Present text evidence in support of claims.</li> </ul> <p><b>Test Prep:</b></p> <ul style="list-style-type: none"> <li>• NJSLA Literary Analysis task</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• Socratic Seminar</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Root words: bibli/o, neg, radio, ante, pel</li> <li>• Commas to separate an introductory element from the rest of the sentence.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p><b>Skill-based:</b></p> <ul style="list-style-type: none"> <li>• How does an author's presentation of events shape how readers perceive them?</li> <li>• How do key moments in a text reveal overall messages and themes?</li> <li>• How does a choice of medium affect how the audience experiences a message?</li> <li>• How do authors use text features to support their purpose for writing and reinforce their main argument?</li> <li>• How can writers support inferences using textual evidence?</li> </ul> <p><b>Content-based Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we decide what we most need to learn and succeed?</li> <li>• What is the relationship between education and happiness?</li> <li>• How should we let the choices of those around us influence our own decisions?</li> <li>• What resources and experiences do we need to make informed choices about our future?</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• What makes a source credible? How can writers support claims using credible sources?</li> <li>• What is a writer's style? How will a writer's choices in style impact their final product?</li> <li>• What is the purpose of a concluding statement and how does it reinforce a writer's argument?</li> </ul>
<p><b>ENDURING UNDERSTANDINGS: Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• authors intentionally present writing in a specific way to lead the reader to an intended message.</li> <li>• a text's overall messages and themes are comprised of smaller key moments throughout the text. Experienced readers can draw inferences and make connections between these moments in order to discover messages and themes.</li> <li>• every medium has its own strengths and weaknesses and artists will select a medium with strengths that best support the message they wish to share.</li> <li>• an author writes with a specific purpose in mind. Experienced readers can locate details and features from a text to determine an author's purpose.</li> </ul>	

- inferences are made valid by providing evidence from the text.
  - effective writers support their inferences by providing and explaining textual evidence to the reader.
  - a source's credibility depends on the presence of valid, unbiased evidence.
- Effective readers are able to determine the validity of a source based on its origin, location of information presented, and validity of evidence.
- writers employ a specific style depending on their purpose for writing. Effective writers will assess their goal and determine which stylistic approach is appropriate before writing.
  - an effective concluding paragraph restates the author's arguments, summarizes the evidence and explanation in support of the argument, and calls for action from the reader.
  - while not all education is necessary, the continued pursuit of education opens pathways that allow us a greater freedom of choice in life.
  - learning more about themselves and the world around them will equip them with the tools to explore what it is they truly desire.
  - we can learn from the choices and experiences—both good and bad—of those around us in order to further inform and influence our future choices.
  - acquiring education along with life experiences will lead to both knowledge and wisdom, leaving us more prepared for what lies ahead.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>• RI.CR. 6.1</li> <li>• RI.CI. 6.2</li> <li>• RI.IT. 6.3</li> <li>• RI.TS. 6.4</li> <li>• RI.PP. 6.5</li> <li>• RI.MF. 6.6</li> </ul>
<ul style="list-style-type: none"> <li>• Define and describe “author’s purpose” in writing (to entertain, to inform/explain, persuade, and inspire).</li> <li>• Define and describe the different narrative points of view (first person, third person limited, third person omniscient)</li> <li>• Paraphrase text using the annotation strategy.</li> <li>• Identify various features of nonfiction text, including: title, subtitle, heading, pictures, graphs, captions, glossary, table of contents, font, and sidebar.</li> <li>• Name and explain prefixes and root words of Greek/Latin origin (bibli/o, neg, radio, ante, pel).</li> <li>• Define and describe plagiarism and how to avoid plagiarism by citing research sources.</li> <li>• Define “citation” and describe the process for correctly citing text sources,</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <u>The Pact</u> by Sampson Davis, George Jenkins, Rameck Hunt, and Lisa Frazier Page</li> <li>• Text features reference chart:<a href="http://www.helpforlearning.org/C/Expository/Text_Features.jpg">http://www.helpforlearning.org/C/Expository/Text_Features.jpg</a></li> <li>• <i>Text Features using Battling Malaria</i> by Connie Goldsmith</li> <li>• <i>Poverty, not race, holds back urban students</i> by William Bainbridge and Thomas Lasley <a href="http://schoolmatch.com/articles/poverty.htm">http://schoolmatch.com/articles/poverty.htm</a></li> <li>• <i>Economic inequality: The real cause of the urban school problem</i> by Greg Duncan and Richard Murnane <a href="http://articles.chicagotribune.com/2011-10-06/opinion/ct-perspec-1006-urban-20111006_1_poor-children-graduation-rate-gap">http://articles.chicagotribune.com/2011-10-06/opinion/ct-perspec-1006-urban-20111006_1_poor-children-graduation-rate-gap</a></li> </ul>

<p>depending on whether a source is quoted, paraphrased, summarized, etc.</p>	<ul style="list-style-type: none"> <li>• <i>Opinion: Why half of urban kids drop out</i> by Jonathan Guryan <a href="http://www.cnn.com/2014/03/12/opinion/ludwig-guryan-chicago-education/">http://www.cnn.com/2014/03/12/opinion/ludwig-guryan-chicago-education/</a></li> <li>• <i>The Suburban Education Gap</i> by Arthur Levine <a href="http://online.wsj.com/news/articles/SB10000872396390444223104578041181255713360">http://online.wsj.com/news/articles/SB10000872396390444223104578041181255713360</a></li> <li>• <i>Research Paper Guide</i> <a href="https://www.literacycookbook.com/download.php?did=68">https://www.literacycookbook.com/download.php?did=68</a></li> <li>• Author's Purpose worksheet: <a href="http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/">http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/</a></li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 Standards:</b></p> <ul style="list-style-type: none"> <li>• RI.CR. 6.1</li> <li>• RI.CI. 6.2</li> <li>• RI.IT. 6.3</li> <li>• RI.TS. 6.4</li> <li>• RI.PP. 6.5</li> <li>• RI.MF. 6.6</li> </ul>
<ul style="list-style-type: none"> <li>• Annotate key supporting details while reading.</li> <li>• Cite text evidence illustrating the purpose of a nonfiction text using the author's purpose graphic organizer</li> <li>• Cite text evidence illustrating the narrative point of view of text examples on point of view worksheets.</li> <li>• Catalog and explain text features of a nonfiction text using the text feature graphic organizer.</li> <li>• Record the main argument and key supporting details of DBQ articles using main argument/detail web organizer.</li> <li>• Compare and contrast sensory and character details conveyed in text with those conveyed in auditory and visual media.</li> <li>• Ask effective questions while reading.</li> <li>• Make inferences, supported by text evidence, to answer questions about their reading.</li> <li>• Use knowledge of Greek/Latin root words and context to make predictions about the meaning of unknown and multiple-meaning words.</li> <li>• Prepare parenthetical and in-text citations and works cited pages for sample sources according to the MLA guidelines for citation.</li> </ul>	<p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>The Pact</i> by Sampson Davis, George Jenkins, Rameck Hunt, and Lisa Frazier Page • <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson290/Template.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson290/Template.pdf</a></li> <li>• Point of View worksheets <a href="http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet.pdf">http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet.pdf</a></li> <li>• Author's Purpose graphic organizer <a href="http://www.scholastic.com/teachers/sites/default/files/asset/file/graphic_organizers.pdf">http://www.scholastic.com/teachers/sites/default/files/asset/file/graphic_organizers.pdf</a></li> <li>• Text feature graphic organizer <a href="http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/oct06_Nonfiction_features.pdf">http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/oct06_Nonfiction_features.pdf</a></li> <li>• Main argument/key detail web organizer <a href="http://www.scholastic.com/teachers/sites/default/files/asset/file/graphic_organizers.pdf">http://www.scholastic.com/teachers/sites/default/files/asset/file/graphic_organizers.pdf</a></li> <li>• <i>Mrs. Obama: "High School Diploma Not Enough"</i> <a href="http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough">http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>She's Paying for College with Bottles and Cans</i> <a href="http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans">http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans</a></li> <li>• <i>One Chart that Makes It Clear College Tuition is Becoming Unaffordable</i> <a href="http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html">http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html</a></li> <li>• <i>College Debt</i> <a href="http://www.cagle.com/2013/08/college-debt/">http://www.cagle.com/2013/08/college-debt/</a></li> <li>• MLA Formatting and Style Guide: <a href="https://owl.english.purdue.edu/owl/resource/747/1/">https://owl.english.purdue.edu/owl/resource/747/1/</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>• RI.CR. 6.1</li> <li>• RI.CI. 6.2</li> <li>• RI.IT. 6.3</li> <li>• RI.TS. 6.4</li> <li>• RI.PP. 6.5</li> <li>• RI.MF. 6.6</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluate in written reflection and classroom discussion the efficacy and appropriateness of the choices made by the three protagonists in <i>The Pact</i>.</li> <li>• Generate their own questions about their reading and answer them with inferences, text evidence, and explanations on the QIEE organizer.</li> <li>• Evaluate evidence from DBQ articles presented by other students in support of their argumentative writing. Story vocabulary:</li> <li>• Synthesize vocabulary words by creating posters of vocabulary words. The poster will include definitions, sentences, synonyms, antonyms, and pictures that will help synthesize the word.</li> <li>• Use root words in their writing and speaking.</li> </ul>	<b>Tier 3 Resources/Materials:</b> <i>The Pact</i> by Sampson Davis, George Jenkins, Rameck Hunt, and Lisa Frazier Page QIEE organizer <a href="http://www.literacycookbook.com/download.php?did=76">http://www.literacycookbook.com/download.php?did=76</a> <i>Mrs. Obama: "High School Diploma Not Enough"</i> <a href="http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough">http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough</a> <i>She's Paying for College with Bottles and Cans</i> <a href="http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans">http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans</a> <i>One Chart that Makes It Clear College Tuition is Becoming Unaffordable</i> <a href="http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html">http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html</a> <i>College Debt</i> <a href="http://www.cagle.com/2013/08/college-debt/">http://www.cagle.com/2013/08/college-debt/</a>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b>

<ul style="list-style-type: none"> <li>• Participate in Socratic Seminars on <u>The Pact</u></li> <li>• Use vocabulary words in appropriate context orally.</li> <li>• Vocabulary quizzes.</li> <li>• Paraphrase orally and in writing.</li> <li>• Summarize nonfiction text orally and in writing.</li> </ul> <p>Evaluate pieces of argumentative writing produced by peers, identifying and articulating the strengths and weaknesses of each one.</p> <ul style="list-style-type: none"> <li>• Prepare an outline with accompanying citations for the DBQ project.</li> <li>• Write a letter from the perspective of either Samson, Rameck or George, addressed to the other two boys, urging them not to give up on their dream, with evidence drawn from the chosen character's life experiences. Required length: 2 pages, double-spaced.</li> </ul>	<ul style="list-style-type: none"> <li>• Smartboard</li> <li>• Laptops for students</li> </ul>
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>• W.NW.6.3</li> <li>• W.WP.6.4</li> <li>• WWR..6.5</li> <li>• W.SE.6.6</li> <li>• W.RW.6.7</li> <li>• L.SS.6.1</li> <li>• L.KL.6.2</li> <li>• L.VL.6.3</li> </ul>
<ul style="list-style-type: none"> <li>• Students will identify and explain the use of commas to separate an introductory element from the rest of the sentence.</li> <li>• Identify a position and main argument for a Document-Based-Question essay.</li> <li>• Identify and explain the components of an outline for a research paper.</li> <li>• Identify and explain the purpose of a concluding statement in a research paper.</li> <li>• Identify and explain the structure and procedure of writing an essay in response to a Document-Based-Question.</li> </ul>	<b>Tier 1 Resources/Materials:</b> <u>Mechanically Inclined</u> , Anderson p. 19, 37-39, 90-92 <ul style="list-style-type: none"> <li>• Language Arts Textbook, Macmillan, McGraw-Hill p. 174-177, 224, 243, 560-561</li> </ul> <i>Mrs. Obama: "High School Diploma Not Enough"</i> <a href="http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough">http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough</a> <i>She's Paying for College with Bottles and Cans</i> <a href="http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans">http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans</a> <i>One Chart that Makes It Clear College Tuition is Becoming Unaffordable</i>

	<a href="http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html">http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html</a> <i>College Debt</i> <a href="http://www.cagle.com/2013/08/college-debt/">http://www.cagle.com/2013/08/college-debt/</a>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>• W.NW.6.3</li> <li>• W.WP.6.4</li> <li>• WWR..6.5</li> <li>• W.SE.6.6</li> <li>• W.RW.6.7</li> </ul>
<p>Use vocabulary correctly in their own writing.</p> <ul style="list-style-type: none"> <li>• Correctly use commas to separate an introductory element from the rest of the sentence.</li> <li>• Draft effective introductory, body (including claims that are supported by evidence from designated sources), and concluding paragraphs for DBQ research paper.</li> <li>• Write strong topic sentences to clearly present information to readers.</li> <li>• Write effective transition sentences to ensure a smooth flow for writing.</li> <li>• Introduce claims within paragraphs and support them with appropriate textual evidence</li> <li>• Use the “quote sandwich” technique to provide adequate context and explanation for quoted evidence in their writing.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <u>Mechanically Inclined</u> , Anderson p. 19, 37-39, 90-92 <ul style="list-style-type: none"> <li>• Language Arts Textbook, Macmillan, McGraw-Hill p. 174-177, 224, 243, 560-561</li> </ul> <p>How and Why to Make a Quote Sandwich:  <a href="http://www.literacycookbook.com/download.php?did=93">http://www.literacycookbook.com/download.php?did=93</a>  Effective Topic Sentences  <a href="https://www.literacycookbook.com/download.php?did=64">https://www.literacycookbook.com/download.php?did=64</a>  <i>Mrs. Obama: “High School Diploma Not Enough”</i>  <a href="http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough">http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough</a>  <i>She’s Paying for College with Bottles and Cans</i>  <a href="http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans">http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans</a>  <i>One Chart that Makes It Clear College Tuition is Becoming Unaffordable</i>  <a href="http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html">http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html</a>  <i>College Debt</i>  <a href="http://www.cagle.com/2013/08/college-debt/">http://www.cagle.com/2013/08/college-debt/</a> </p>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>• W.NW.6.3</li> <li>• W.WP.6.4</li> <li>• WWR..6.5</li> <li>• W.SE.6.6</li> <li>• W.RW.6.7</li> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Evaluate, recognize and correct errors in the use of commas to separate an introductory element from the rest of the sentence.</li> <li>• Evaluate claims to see if they are clearly stated and supported by evidence. Evaluate the strength and relevance of a given evidence statement to an argument.</li> <li>• Given an argumentative writing prompt, students will introduce claims with support from 3-4 pieces of evidence, clearly explain the relationship between the claim and evidence, and provide a concluding statement under simulated test conditions. Synthesize information from multiple text sources and background knowledge to craft original and insightful argumentative writing.</li> <li>• Evaluate, edit, and revise DBQ essay.</li> </ul>	<p><b>Tier 3 Resources/Materials:</b>  <u>Mechanically Inclined</u>, Anderson p. 19, 37-39, 90-92</p> <ul style="list-style-type: none"> <li>• Language Arts Textbook, Macmillan, McGraw-Hill p. 174-177, 224, 243, 560-561</li> </ul> <p>How and Why to Make a Quote Sandwich:  <a href="http://www.literacycookbook.com/download.php?did=93">http://www.literacycookbook.com/download.php?did=93</a>          Effective Topic Sentences  <a href="https://www.literacycookbook.com/download.php?did=64">https://www.literacycookbook.com/download.php?did=64</a>  <i>Mrs. Obama: "High School Diploma Not Enough"</i>  <a href="http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough">http://tweentribune.com/tween78/mrs-obama-high-school-diploma-not-enough</a>  <i>She's Paying for College with Bottles and Cans</i>  <a href="http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans">http://tweentribune.com/tween56/shes-paying-college-bottles-and-cans</a>  <i>One Chart that Makes It Clear College Tuition is Becoming Unaffordable</i>  <a href="http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html">http://www.huffingtonpost.com/2014/06/18/college-tuition-unaffordable-growth-median-income_n_5505653.html</a>  <i>College Debt</i>  <a href="http://www.cagle.com/2013/08/college-debt/">http://www.cagle.com/2013/08/college-debt/</a></p>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b>          Summarize nonfiction in writing.          Develop effective theses.          Develop effective concluding statements.          Write complete sentences in all written assignments to show their mastery of English-language conventions of grammar, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Grammar quizzes.</li> <li>• Students will write an essay using the DBQ approach addressing the following topic:          "Students should pursue a college degree in order to give themselves the best chance of achieving the American Dream." Assess the validity of this statement based on your understanding of college, information from our current book <i>The Pact</i>, and documents below.</li> </ul> <p>Required length: 2-3 pages double-spaced.</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>• Smartboard</li> <li>• Laptops</li> </ul>

TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>• W.NW. 6.3 A,B,C,D,E</li> <li>• W.IW. 6.2 A,B,C,D,E,F</li> <li>• W.SE.6.6</li> <li>• W.RW. 6.7</li> </ul>
<ul style="list-style-type: none"> <li>• Review the literary analysis writing process.</li> <li>• Paraphrase literary analysis directions by turning them into questions.</li> <li>• List topics/issues that the text deals with. (<u>The Pact</u> and <u>I Have a Dream</u> Speech by Dr. Martin Luther King)</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Main Idea organizer, “What’s Important” <a href="http://www.literacycookbook.com/download.php?did=76">http://www.literacycookbook.com/download.php?did=76</a></li> <li>• Rubric for Literary Analysis <a href="https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/">https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/</a></li> <li>• Martin Luther King’s <u>I Have a Dream</u> speech <a href="http://www.archives.gov/press/exhibits/dream-speech.pdf">http://www.archives.gov/press/exhibits/dream-speech.pdf</a></li> <li>• PARCC Prep: How to Unpack Literary Analysis and Research Writing Prompts <a href="https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/">https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>• W.NW. 6.3 A,B,C,D,E</li> <li>• W.IW. 6.2 A,B,C,D,E,F</li> <li>• W.SE.6.6</li> <li>• W.RW. 6.7</li> </ul>
<ul style="list-style-type: none"> <li>• Read the <u>I Have a Dream</u> speech and <u>The Pact</u> while annotating using the prompt as a guide.</li> <li>• Transfer their annotations into a “key points/key differences chart” adding check marks for items found in the speech and <u>The Pact</u>.</li> <li>• Read and annotate an exemplary writing sample with the teacher and discuss how the parts of an essay work together (intro that responds to the question, punchy insight, etc.)</li> <li>• Conduct the writing process as a “write-aloud,” inviting students to help her compose an essay responding to a literary analysis writing prompt.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Main Idea organizer, “What’s Important” <a href="http://www.literacycookbook.com/download.php?did=76">http://www.literacycookbook.com/download.php?did=76</a></li> <li>• Rubric for Literary Analysis <a href="https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/">https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/</a></li> <li>• Martin Luther King’s <u>I Have a Dream</u> speech <a href="http://www.archives.gov/press/exhibits/dream-speech.pdf">http://www.archives.gov/press/exhibits/dream-speech.pdf</a></li> <li>• NJSLA Prep: How to Unpack Literary Analysis and Research Writing Prompts</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/">https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>• W.NW. 6.3 A,B,C,D,E</li> <li>• W.IW. 6.2 A,B,C,D,E,F</li> <li>• W.SE.6.6</li> <li>• W.RW. 6.7</li> </ul>
<ul style="list-style-type: none"> <li>• Develop an introduction paragraph to their literary analysis prompt.</li> <li>• Compose a literary analysis essay that is timed. “Compare and contrast the dream in both these literary pieces.</li> <li>• Write an essay in which you analyze Dr. King’s dream and the dream of the boys. Compare and contrast both dreams. Be sure to include evidence from each text to support your analysis and understanding.” (5 paragraphs)</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Main Idea organizer, “What’s Important” <a href="http://www.literacycookbook.com/download.php?did=76">http://www.literacycookbook.com/download.php?did=76</a></li> <li>• Rubric for Literary Analysis <a href="https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/">https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/</a></li> <li>• Martin Luther King’s <u>I Have a Dream</u> speech <a href="http://www.archives.gov/press/exhibits/dream-speech.pdf">http://www.archives.gov/press/exhibits/dream-speech.pdf</a></li> <li>• NJSLA Prep: How to Unpack Literary Analysis and Research Writing Prompts</li> <li>• <a href="https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/">https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/</a></li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Timed literary analysis essay. “Compare and contrast the dream in <u>The Pact</u> and Dr. Martin Luther King’s <i>I Have a Dream</i> speech. (5 paragraphs)</li> <li>• Quiz paraphrasing literary analysis directions by turning them into questions.</li> <li>•</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>• Smartboard</li> <li>• Laptops</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>• SL.PE.6.1</li> <li>• SL.PE.6.1a</li> <li>• SL.PE.6.1b</li> <li>• SL.PE.6.1c</li> <li>• SL.PE.6.1d</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Define and practice procedures for Think-Pair-Share.</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Observation Feedback Form from <i>Literacy Cookbook</i></li> </ul>

<ul style="list-style-type: none"> <li>• Define and practice Habits of Discussion sentence starters.</li> <li>• Brainstorm and prepare notes (answer open-ended questions, or identify literary devices from a specific text) for discussion in the center of the circle (Socratic Seminar).</li> <li>• Take notes on the discussion or complete an Observation Checklist.</li> </ul>	<a href="https://www.literacycookbook.com/download.php?did=73">https://www.literacycookbook.com/download.php?did=73</a> <ul style="list-style-type: none"> <li>• Socratic Seminar Discussion Rubric from <i>Literacy Cookbook</i> <a href="https://www.literacycookbook.com/download.php?did=73">https://www.literacycookbook.com/download.php?did=73</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>• SL.PE.6.1</li> <li>• SL.PE.6.1a</li> <li>• SL.PE.6.1b</li> <li>• SL.PE.6.1c</li> <li>• SL.PE.6.1d</li> </ul>
<ul style="list-style-type: none"> <li>• Work in pairs to answer questions about the text.</li> <li>• Share the opinion/thoughts of their partner.</li> <li>• Provide evidence during the discussion to support their arguments.</li> <li>• Record evidence to support their peers' knowledge and participation.</li> <li>• Analyze peer evidence and arguments and respond to the discussion topics.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Observation Feedback Form from <i>Literacy Cookbook</i> <a href="https://www.literacycookbook.com/download.php?did=73">https://www.literacycookbook.com/download.php?did=73</a></li> <li>• Socratic Seminar Discussion Rubric from <i>Literacy Cookbook</i> <a href="https://www.literacycookbook.com/download.php?did=73">https://www.literacycookbook.com/download.php?did=73</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>• SL.PE.6.1</li> <li>• SL.PE.6.1a</li> <li>• SL.PE.6.1b</li> <li>• SL.PE.6.1c</li> <li>• SL.PE.6.1d</li> </ul>
<ul style="list-style-type: none"> <li>• Critique and debate the essential questions from their text, <u>The Pact</u> (How do challenges build character? What does it take to survive?).</li> <li>• Create original arguments using the original discussion topics.</li> <li>• Provide constructive feedback to their peers on how they performed in the Socratic Seminar.</li> <li>• Defend their opinions using evidence from the text.</li> <li>• Respond to each other's opinions, providing further evidence or a rebuttal.</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Observation Feedback Form from <i>Literacy Cookbook</i> <a href="https://www.literacycookbook.com/download.php?did=73">https://www.literacycookbook.com/download.php?did=73</a></li> <li>• Socratic Seminar Discussion Rubric from <i>Literacy Cookbook</i> <a href="https://www.literacycookbook.com/download.php?did=73">https://www.literacycookbook.com/download.php?did=73</a></li> </ul>

<ul style="list-style-type: none"> <li>• Synthesize the arguments of their peers, providing an overview of the class's thoughts on the subject.</li> </ul>	
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Socratic Seminar—graded on their participation in the discussion and on how they listen and take notes during the process.</li> <li>• Participating in Socratic Seminar discussion on <u>The Pact</u>. They will be evaluating character development, and how the characters adapted to succeed.</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>• Videos of Socratic Seminars and Think-Pair-Shares as models</li> </ul>

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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