**Middle School**

**Language Arts Grade 8**

**Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS**

**LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton**

**Superintendent**

**Denise Cleary**

**Assistant Superintendent**

**Dr. Patricia Tartivita**

**Supervisor of Secondary Language Arts**

**The Linden Board of Education adopted the Curriculum Guide on:**

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| **August 26, 2021** |  | **Education – Item # 9** |
| **Date** |  | **Agenda Item** |
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| **Rationale**  **Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.** | | |

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator

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Title IX Coordinator

Steven Viana (908) 486-7085; sviana@lindenps.org

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**Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

**Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden’s diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

**Language Arts Department Vision**

Think Critically. Read Widely. Write Effectively. Speak Thoughtfully.

**Language Arts Department Mission Statement**

The mission of the Linden Public Schools Language Arts Department is to develop lifelong learners who are inquisitive, engaged, and reflective. Our goal is to foster literacy skills for reading, writing, speaking, and listening. Through a collaborative approach and rigorous curriculum, we promote every student’s creativity, empathy, and self-worth. The students we educate will be effective communicators, equipped to succeed in a global community.

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**Course Description**

Language Arts are the abilities that enable one to think and express ideas logically and creatively; understand and participate meaningfully in spoken, written, and non-verbal communication; formulate and answer questions; and search for, organize, evaluate and apply information. The program is aligned with the New Jersey Student Learning Standards for Language Arts Literacy. The Language Arts program provides inclusion teachers in some classes to help students academically. Honors classes are offered in sixth, seventh and eighth grades as part of the Gifted & Talented Program at the middle school level. Students will be required to complete a research paper and outside reading. There is also a required capstone project.

**Course Instructional Materials**

* *HMH Into Literature* Textbook
* *Ed* digital platform and digital resource
* Writing in Response to Reading Rubric
* Edmentum Benchmark
* Capstone summative project
* Grade level novels

**Standards and NJDOE Mandates Guiding Instruction**

* 1. New Jersey Student Learning Standards
  2. Amistad Commission Mandates…

(specific topics are identified where appropriate within each unit)

* the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African‐Americans to our society
* evidence is found in all grade‐bands in the district’s K to 12 Language Arts, [e.g., units about slavery, civil rights)
* Resources available at: <http://www.njamistadcurriculum.net>
  1. Holocaust Commission Mandates…

(specific topics are identified where appropriate within each unit)

* + - the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
    - the implementation of this mandate will be found in the district’s K to 12 Language Arts curricula
    - Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>
  1. History of disabled and LGBT persons included in middle and high school curriculum
* A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
* Resources at: <https://www.lgbtqhistory.org/lesson-plans/>
  1. Diversity, Equity, and Inclusion Mandate…
     + Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.
     + Resources available at: <https://www.welcomingschools.org>
  2. Asian American and Pacific Islanders Mandate
* A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards.
* Resources available: <https://asianamericanedu.org>

**Other General Interdisciplinary Connections / Materials**

(specific materials are referenced within each unit, where applicable)

* History: Historical implications of the works being studied
* Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
* Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
* Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

**Pacing Guide**

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| **First**  **Marking Period**  **September 1 to November 15** | **Gadgets and Glitches (Unit 1)**  **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Second**  **Marking Period**  **November 16-January 31** | **Places We Call Home/Finding Your Path (Unit 2)** **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Third**  **Marking Period**  **February 1-April 5** | **The Thrill of Horror (Unit 3)** **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Fourth**  **Marking Period**  **April 6-June 22** | **The Fight for Freedom/The Legacy of Anne Frank (Unit 4)**  **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10**  **CAPSTONE PROJECT** |

**Vertical Integration – Discipline Mapping**

The eighth-grade curriculum falls at the end of the middle school experience.  In the Language Arts Curriculum, what is learned in one lesson prepares students for the next lesson. It establishes skills and knowledge which are used and further developed across the whole program of study. In this way, basic skills and knowledge are both developed and reinforced as other elements are introduced. This method of teaching is both structured and progressive, focusing on building to advanced levels of knowledge. At the end of the course, students are prepared for ninth grade.

**Accommodations, Modifications, and Teacher Strategies**

(specific recommendations are made in each unit, where applicable)

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| **Instructional Strategies**   * Teacher Presentation * Student Presentation * Class Discussion * Socratic Discussion * Reading for Meaning * Inquiry Design Model * Interactive Lecture * Interactive Notetaking * Compare and Contrast * Research Based * Problem Based * Project Based   **504 Plans**  Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:   * walk, breathe, eat, or sleep * communicate, see, hear, or speak * read, concentrate, think, or learn * stand, bend, lift, or work   Examples of accommodations in 504 plans include:   * preferential seating * extended time on tests and assignments * reduced homework or classwork * verbal, visual, or technology aids * modified textbooks or audio-video materials * behavior management support * adjusted class schedules or grading * verbal testing * excused lateness, absence, or missed classwork * pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy | **Gifted and Talent Accommodations and Modifications**   * Allow for further independent research on topics of interest related to the unit of study * Advanced leveled readers and sources * Increase the level of complexity * Decrease scaffolding * Variety of finished products * Allow for greater independence * Learning stations, interest groups * Varied texts and supplementary materials * Use of technology * Flexibility in assignments * Varied questioning strategies * Encourage research * Strategy and flexible groups based on formative assessment or student choice * Acceleration within a unit of study * Exposure to more advanced or complex concepts, abstractions, and materials * Encourage students to move through content areas at their own pace * After mastery of a unit, provide students with more advanced learning activities, not more of the same activity * Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas | **Special Education and At-Risk Accommodations and Modifications**   * Focus on concept not details * More visual prompts * Leveled readers and teacher annotated sources * Timelines and graphic organizers * Remove unnecessary material, words, etc., that can distract from the content * Use of off-grade level materials * Provide appropriate scaffolding * Limit the number of steps required for completion * Time allowed * Level of independence required * Tiered centers, assignments, lessons, or products * Provide appropriate leveled reading materials * Deliver the content in “chunks” * Varied texts and supplementary materials * Use technology, if available and appropriate * Varied homework and products * Varied questioning strategies * Provide background knowledge * Define key vocabulary, multiple-meaning words, and figurative language. * Use audio and visual supports, if available and appropriate * Provide multiple learning opportunities to reinforce key concepts and vocabulary * Meet with small groups to reteach idea/skill * Provide cross-content application of concepts * Ability to work at their own pace * Present ideas using auditory, visual, kinesthetic, & tactile means * Provide graphic organizers and/or highlighted materials * Strategy and flexible groups based on formative assessment * Differentiated checklists and rubrics, if available and appropriate | **English Language Learners Accommodations and Modifications**  **HMH Into Literature has specific English Learner Support for every unit. Examples include:**  **Practice Academic Vocabulary (Unit 1)**  **Provide Definitions (Unit 1)**   * Focus on concept not details * More visual prompts * Leveled readers and teacher annotated sources * Guided notes with highlighted words and concepts * Use of Merriam-Webster’s ELL dictionary * Timelines and graphic organizers * Remove unnecessary material, words, etc., that can distract from the content * Use of off-grade level materials * Provide appropriate scaffolding * Limit the number of steps required for completion * Time allowed * Level of independence required * Tiered centers, assignments, lessons, or products * Provide appropriate leveled reading materials * Deliver the content in “chunks” * Varied texts and supplementary materials * Use technology, if available and appropriate * Varied homework and products * Varied questioning strategies * Provide background knowledge * Define key vocabulary, multiple-meaning words, and figurative language. * Use audio and visual supports, if available and appropriate * Provide multiple learning opportunities to reinforce key concepts and vocabulary * Meet with small groups to reteach idea/skill * Provide cross-content application of concepts * Ability to work at their own pace * Present ideas using auditory, visual, kinesthetic, & tactile means * Provide graphic organizers and/or highlighted materials * Strategy and flexible groups based on formative assessment * Differentiated checklists and rubrics, if available and appropriate |

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| **Unit #1**  **Gadgets and Glitches** |
| **Overview** |

This unit will analyze how character develops plot, science fiction, how to write a summary, how to use context clues, analyze structure and irony, and read and present a sonnet.

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| **STAGE 1**  **Desired Results** |

**Essential Question…**

Does technology improve or control our lives?

**POWER STANDARDS** (Commonly Assessed)

**Reading and Literature**

**Key Ideas and Details**

**RL.8.1./RI.8.1** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.8.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Informational Text**

**Key Ideas and Details**

**RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.5.** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

**RI.8.6.** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Writing**

**Production and Distribution of Writing**

**W.8.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **Language**

**Vocabulary Acquisition and Use**

**L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

**B.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

**Speaking and Listening**

**SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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**SUPPORTING STANDARDS/CUMULATIVE PROGRESS INDICATORS:**

**RL.8.6.**

**RL.8.10**.

**RI.8.8**.

**RI.8.10**

**W.8.2.A-E**

**L.8.1.**

**L.8.2**.

**L.8.4.**

**Grades 6-8 Sample Career Readiness, Life Literacies, and Key Skills for Unit 1:**

TECH.9.4.8.CI.2 Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

TECH.9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a,6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

TECH.9.4.8.TL.4 Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5,

6.1.8. Civics PI.3).

TECH.9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

TECH.9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to

achieve a group goal.

TECH.9.4.8. CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to

determine the most plausible option (e.g., MS-ETS1-4, 6.1.8. Civics DP.1).

TECH.9.4.8.DC.7 Collaborate within a digital community to create a digital artifact using strategies such as

crowdsourcing or digital surveys.

TECH.9.4.8.DC.4 Explain how information shared digitally is public and can be searched, copied, and

potentially seen by public audiences.

TECH.9.4.8.IML.14 Analyze the role of media in delivering cultural, political, and other societal messages.

TECH.9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for

information.

WRK.9.2.8.CAP.4 Explain how an individual’s online behavior (e.g., social networking, photo exchanges,

video postings) may impact opportunities for employment or advancement.

**Visual and Performing Arts:**

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| TH.6-8.1.4.8.Cn11a | Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced. |
| TH.6-8.1.4.8.Re9b | Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. |
| TH.6-8.1.4.8.Pr4b | Use a variety of technical elements to create a design for a rehearsal or theatre production. |
| TH.6-8.1.4.8.Pr6a | Perform a rehearsed theatrical work for an audience. |
| TH.6-8.1.4.8.Cr2b | Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. |

**Students will know how to and be able to...**

* Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
* Read and analyze a variety of literary genres and informational texts
* Probe a segment of text in order to study and evaluate its multiple, deeper,
* and varied meanings
* Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
* Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
* Focus writing on thoroughly describing or explaining a topic
* Identify the defining elements of this specific writing genre
* Explore topics from their content area classes
* Write an introduction that clearly outlines ideas to follow
* Select facts, definitions, concrete details, quotations, or other information and examples
* Use transitional words and phrases
* Choose specific vocabulary and language
* Develop and use a consistent style, approach and form for the task
* Organize ideas and information using text structures and text features
* Write a thesis statement
* Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
* Determine the purpose for presenting information in different media and formats
* Interpret the presenter’s purpose in conveying the information using particular media and formats

**New Jersey Department of Education - State Instructional Mandates Samples from Unit 1:**

Topics that address the Amistad Commission Mandate…

Jump Ship to Freedom: James Collier and Christopher Collier (Social Studies Standard 6.1.8.CivicsHR.4.a )

Topics that address the Holocaust Commission Mandate…

All the Light We Cannot See: Anthony Doerr (Social Studies Standard 6.3.8CivicsPR.3)

Topics that address the LBGT and Special Needs Mandate…

Social Justice: [First Hijab-Wearing Law Maker](https://newsela.com/read/first-hijab-wearing-muslim-knesset/id/2001011515/)

Social Justice: [Grassroots Activism in the US](https://newsela.com/read/lib-grassroots-activism/id/37403/)

Social Justice: [Quilting and Politics](https://www.readworks.org/article/Quilting-and-Social-Issues/53a1f3f8-9707-474f-b653-67253ac372e0#!articleTab:content/contentSection:51bfb143-6ce9-44fb-8f14-ed3e9f0dfc53/)

Social Justice: [First Woman Senator](https://www.readworks.org/article/Overcoming-Barriers/8b834eeb-bcd9-43e4-bb94-1e8daf5260d5#!articleTab:content/contentSection:53a04838-3db2-499c-b431-2f648b77c227/)

<https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list>

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Closely read the text(questioning, determining importance, looking for  
  patterns) to extract quality evidence to support a claim
* Use evidence from the text to make and check predictions as you read
* Analyze structure and irony
* Make personal connections, connections to other texts, and/or global  
  connections, when relevant
* Gather evidence from the text to support inferences or explicit meaning
* Identify main ideas and details
* Write a summary
* Analyze rhetoric and reasoning
* Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
* Combine text information and prior knowledge (personal experience and/or  
  previous reading) to create new information in the form of inferences
* Evaluate the author’s effectiveness in determining the interactions between  
  character, setting, and plot
* Analyze the impact specific story elements have on the text

**Sample Student Strategies and Activities:**

* Three Before Me (*The Core Six*)
* Notice and Note
* Graphic Organizers (teacher made)
* Reading Log (*Into Literature*)
* RACE Strategy – Restate the question in your response; answer the question; cite textual evidence to support your answer; explain how the selected evidence supports your answer
* Reading for Meaning (*The Core Six*) Create a graphic organizer with claim statements to agree or disagree with. Select text evidence to support your thinking
* Modeled Discussions
* Participate in Collaborative Discussions
* Utilize Graphic Organizers to analyze texts (summarizing, central idea, NF text structure)
* *Link:* Teaching Channel: Thinking Notes Strategy For Close Reading
* *Link :*[Socratic Seminar: ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html)
* *Link:* [Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge](http://www.ccresa.net/wp-content/uploads/2012/06/dok_blooms_comparison.pdf)
* Notice and Note Signposts (*Into Literature*) - Practice close reading by using signposts to guide your thinking.
* Check Your Understanding questions found at the end of each selection (*Into Literature*)
* Think- Pair- Share (*The Core Six*)
* Gather supporting evidence using a graphic organizer
* Write an introduction paragraph, including hook, background, title, author, genre, summary (TAG,) and thesis statement (claim).
* Cite evidence correctly following the MLA format.

**Sample Resources:**

“The Brave Little Toaster”: Cory Doctorow

Jump Ship to Freedom: James Collier and Christopher Collier

“Are Bionic Superheroes on the Horizon?”: Ramez Naam

“Interflora”: Susan Hamlyn

“The Automation Paradox”: James Bessen

“Heads Up, Humans”: Claudia Alarcon

All the Light We Cannot See: Anthony Doerr

“There Will Come Soft Rains”: Ray Bradbury

**Sample Formative Assessments:**

* Pause and Because… (*Tools for Thoughtful Assessment,*pg. 62)
* Somebody Wanted But So
* Response Log (throughout *Into Literature***)** at the end of Unit 1 for each selection reading
* Selection Tests (throughout *Into Literature***)** for Unit 1
* Rough Draft with Rubric
* Peer Edit Rubric Read Write Think
* Respond to the Essential Question
* Writing Frames (*Tools for Thoughtful Assessment*)
* Mapping (*Tools for Thoughtful Assessment*)
* ABC Summary
* Kagen Learning Chips: Review Chips
* Unit 1 Quizzes
* Edmentum Exact Path/Diagnostic

**Sample Summative/Alternative Assessments:**

* Unit I Test
* Write an Informational Essay
* Create an iMovie
* Present a Film Critique

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**Unit Specific Interdisciplinary Connections / Materials:**

All the Light We Cannot See: Anthony Doerr (Social Studies Standard 6.3.8CivicsPR.3)

**Unit Specific Multiple Intelligence Activities and Engagement**:

* Produce a podcast
* Storyboards

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended texts: Hallucination: Isaac Assimov
* “If You Go Into the Woods You Will Find It has a Technology”: Heather Christie
* Conduct research and collaborate to synthesize

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* HMH Speaking and Listening Studio
* Text X-Ray and supports and scaffolds for “Heads up, Humans”
* Level-Up Tutorial
* Audio/Video Studio
* Oral Assessment
* Review Vocabulary
* Adapt the essay
* Draft the Essay
* Scaffolding by using modeling and graphic organizers with sentence stems
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the Writing process:
* Brainstorm/prewrite
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies

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| **Additional Materials** |

**Digital Tools/Resources:**

* HMH Ed Digital Platform
* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Into Literature Level 7-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #2**  **Places We Call Home/Finding Your Path** |
| **Overview:** |

This unit will analyze plot, character and narrative structure; analyze graphical elements and literary devices; analyze author’s purpose and free verse poetry; make references, analyze argument and counter-argument, and analyze rhetorical devices.

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| **STAGE 1**  **Desired Results** |

**Essential Questions…**

How do your teenage years prepare you for adulthood?

How does culture impact who we are?

What are the places that shape who you are?

**POWER STANDARDS**(Commonly Assessed):

**Reading Literature**

**Key Ideas and Details**

**RL.8.1./RI.8.1** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.8.3**. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Informational Text**

**Key Ideas and Details**

**RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.5.** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

**Writing**

**Production and Distribution of Writing**

**W.8.1**  
Write arguments to support claims with clear reasons and relevant evidence.

**W.8.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Language**

**Vocabulary Acquisition and Use**

**L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

**A.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**Speaking and Listening**

**SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

#### **Supporting Standards/Cumulative Progress Indicators**:

**RI. 8.6**

**RI.8.7**.

**RI. 8.9**

**W.8.1.A-E**

**Grades 6-8 Sample Career Readiness, Life Literacies, and Key Skills for Unit 2**

**TECH.9.4.8.TL.3** Select appropriate tools to organize and present information digitally.

**TECH.9.4.8.IML.3** Create a digital visualization that effectively communicates a data set using formatting

techniques such as form, position, size, color, movement, and spatial grouping (e.g.,6.SP.B.4, 7.SP.B.8b).

**TECH.9.4.8.TL.6** Collaborate to develop and publish work that provides perspectives on a real-world

* problem.

**TECH.9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous

collaboration.

**TECH.9.4.8.IML.9** Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b,

8.2.8.EC.2).

**TECH.9.4.8.IML.4** Ask insightful questions to organize different types of data and create meaningful

visualizations.

**TECH.9.4.8.IML.10** Examine the consequences of the uses of media (e.g., RI.8.7).

**TECH.9.4.8.IML.11** Predict the personal and community impact of online and social media activities.

**TECH.9.4.8.DC.2** Provide appropriate citation and attribution elements when creating media products (e.g.,W.6.8).

**TECH.9.4.8.DC.1** Analyze the resource citations in online materials for proper use.

**TECH.9.4.8.DC.6** Analyze online information to distinguish whether it is helpful or harmful to reputation.

**TECH.9.4.8.CI.1** Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural,

gender-specific, generational), and determine how the data can best be used to

design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

**TECH.9.4.8.IML.6** Identify subtle and overt messages based on the method of communication.

**WRK.9.2.8.CAP.10** Evaluate how careers have evolved regionally, nationally, and globally.

**Visual and Performing Arts:**

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| TH.6-8.1.4.8.Cn10a | Examine a community issue through multiple perspectives in a theatrical work. |
| TH.6-8.1.4.8.Cr1b | Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. |
| TH.6-8.1.4.8.Re9 | Applying criteria to evaluate products. |
| TH.6-8.1.4.8.Cr3c | Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. |

**Students will know how and be able to...**

* Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
* Identify analogies and allusions
* Analyze why the author chose to include specific word choice, including analogies or allusions
* Analyze how specific word choice, including analogies and allusions, impacts the reader
* Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
* Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events
* Analyze a writer’s style and presentation to determine the relationship between individuals, ideas, or events
* Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events
* Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept
* Compare and contrast the structure of two or more texts
* Write arguments to support claims with clear reasons and relevant evidence
* Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
* Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
* Write a clear thesis statement
* Address opposing claims

**New Jersey Department of Education - State Instructional Mandate Samples from Unit 2:**

Topics that address the Amistad Commission Mandate…

*from* The Book of Unknown Americans: Cristina Henriquez (Social Studies Standard 6.3.8CivicsDP.1)

“I Have a Dream” (2012) by Dr. Martin Luther King Jr. (Abridged) Illustrated by Kadir Nelson.(Social Studies Standard 6.3.8Civics DP.3)

Topics that address the Holocaust Commission Mandate…

“A Common Bond: Teens Forge Friendships Despite Differences”: Brooke Hauser

Topics that address the LBGT and Special Needs Mandate…

<https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list>

<https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-a-lgbtq-books-characters#middle>

Advocate for Inclusive & Affirming Curriculum  
 <https://www.glsen.org/inclusive-curriculum>

Imbedding Social Justice through media**:** <https://abcnews.go.com/Nightline/video/malala-yousafzai-bravest-girl-world-20501885>

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Analyze the narrative structure of a story
* Act out a scene from a story or poem
* Analyze literary elements
* Write a poem
* Hold a debate
* Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
* Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)
* Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
* Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
* Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
* Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
* Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
* Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)
* Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
* Engage the reader with a story hook
* Introduce a narrator and/or characters
* Establish a point of view and background story
* Organize an event sequence that unfolds naturally and logically
* Use narrative techniques effectively to develop experiences, events, and/or  
  characters

**Sample Student Strategies and Activities**

* Use a summarizing graphic organizer such as Someone Wants But So Then to develop complete and accurate summaries
* Use reflective journal to respond to texts
* View the following Level Up Tutorials on ED/HMH as whole class, small group or independently:
* -Elements of Argument
* -Evaluate Author’s Claims
* Color code a model text to indicate the parts of a short story or narrative.
* Post the essential question on an anchor chart. Refer to and respond to it throughout the unit
* Notice and Note (*Into Literature)*
* Evaluate Details Organizer
* Summarize and Paraphrase Texts Chart
* Think Pair Share
* 4-2-1 Summarize Organizer (*Tools for Thoughtful Assessment*)
* Use graphic organizers to develop claim statement and gather evidence
* Model determining evidence to support a claim.
* Use graphic organizers to develop introduction and body paragraphs
* Writing Studio (*Into Literature)*
* Identification of claims and evidence
* Notice and Note
* Mapping (*Tools for Thoughtful Assessment*)
* Create and Use Notecards to develop ideas and maintain focus during presentations
* Pair and Practice
* Adapt your Argument
* Present Labeled Drawings
* Gallery Walk (*Tools for Thoughtful Assessment*)
* Association Triangle(*Tools for Thoughtful Assessment)*
* Word Gaps (*Into Literature*)
* Syntax Surgery (*Into Literature)*

**Sample Resources:**

“My Favorite Chaperone”: Jean Davies

*From* The Book of Unknown Americans: Christina Henriquez

“Spirit Walk in the Tundra”: Joy Harjo

“New Immigrants Share Their Stories”: Liz Gossels

“My Father and the Fig Tree”: Naomi Shihab

“The Debt We Owe to the Adolescent Brain”: Jeanne Miller

“Hanging Fire”: Audre Lorde

“It’s Complicated: The Social Lives of Networked Teens”: Dana Boyd

“Outsmart Your Smartphone”: Catherine Steiner-Adair

**Sample Formative Assessments:**

* Quotation Analysis
* Literature Circle
* Memory Box (*Tools for Thoughtful Assessment*))
* Unit 2 Quizzes
* Response Log
* Because… (*Tools for Thoughtful Assessment*)**,** pg. 62)
* Argumentative letter outline/rough draft
* Comprehension Menus (*Tools for Thoughtful Assessment*)
* Explaining Solutions (*Tools for Thoughtful Assessment*)
* Kagan Learning Chips: Processing Chips
* Paired Presentation with Rubric (teacher created)
* Edmentum Exact Path

**Sample Summative/Alternative Assessments:**

* Unit 2 Test
* Write an Argumentative Essay
* Create a Multimodal Project
* Edmentum Benchmark
* In-Person or Virtual Debate

**Unit Specific Interdisciplinary Connections/Materials:**

* “I Have a Dream” (2012) by Dr. Martin Luther King Jr. (Abridged) Illustrated by Kadir Nelson.(Social Studies Standard 6.3.8Civics DP.3)

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Create and recite a poem
* Pinwheel Discussion
* Draw a storyboard
* Create a self-portrait

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended writing: Write a Counterargument

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* HMH Speaking and Listening Studio
* English Learner Support for *“Seedfolks”*
* Create a Storyboard
* Level Up Tutorial: Theme
* Reading Studio: Notice and Note
* Grammar Studio Module 7
* Vocabulary Studio
* Confirm Understanding
* Identify Sensory Details
* Adapt the essay
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies

**Digital Tools/Resources:**

* HMH Ed Digital Platform
* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Into Literature Level 8-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #3**  **The Thrill of Horror** |
| **Overview:** |

This unit will examine how to analyze literary criticism, suspense, theme, and mood. Students will know how to analyze digital texts, analyze structure and meter, and describe the use of figurative language, make predictions, and analyze novels.

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| **STAGE 1**  **Desired Results** |

**Essential Question:**

Why do we sometimes like to feel frightened?

**POWER STANDARDS** (Commonly Assessed):

**Reading Literature**

**Key Ideas and Details**

**RL.8.1./RI.8.1** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.8.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Informational Text**

**Key Ideas and Details**

**RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.5.** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

**RI.8.6.** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Writing**

**Production and Distribution of Writing**

**W.8.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Language**

**Vocabulary Acquisition and Use**

**L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

**B.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

**Speaking and Listening**

**SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

#### **Supporting Standards/Cumulative Progress Indicators:**

**RL.8.5.**

**W.8.2.A-E**

**W.8.6.**

**W.8.9**.**A-B**

**Grade 6-8 Sample Career Readiness, Life Literacies, and Key Skills for Unit 3**

TECH.9.4.8.CI.2 Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

TECH.9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a,6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

TECH.9.4.8.TL.4 Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5,

6.1.8. Civics PI.3).

TECH.9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

**Visual and Performing Arts:**

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| TH.6-8.1.4.8.Cn11b | Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work. |
| TH.6-8.1.4.8.Cr2 | Organizing and developing ideas. |
| TH.6-8.1.4.8.Cr1a | Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work. |

**Students will know how and be able to...**

* Analyze literary criticism
* Make connections
* Analyze rhyme scheme
* Listen for a poem’s rhythm and melody
* Analyze foreshadowing
* Analyze suspense
* Analyze digital texts
* Compare persuasive media
* Write a personal narrative
* Correctly spell commonly confused words
* Analyze structural elements
* Make a graphic
* Analyze theme

**New Jersey Department of Education -State Instructional Mandates Samples from Unit 3:**

Topics that address the Amistad Commission Mandate…

Kindred: Octavia Butler (Social Studies Standard 6.2.8GeoHE4c).

Topics that address the LGBT and Special Needs Mandate…

* <https://www.tolerance.org/learning-plan/lgbt-understanding>
* Amnesty International: <https://www.amnesty.org/en/>
* Think B4 You Speak Educator’s Guide  
  <https://www.glsen.org/sites/default/files/Guide%20to%20ThinkB4YouSpeak.pdf>

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* For Educators: Supporting LGBTQIA Youth Resource List  
  <https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list>

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
* Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim
* Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader
* Evaluate the effectiveness of the author’s choice
* Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence
* Identify and analyze the author’s purposeful use of language and literary devices
* Gather evidence from the text to support inferences or explicit meaning
* Paraphrase and directly quote evidence from the text
* Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
* Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
* Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence
* Analyze the development of the theme or central idea over the course of the fictional or informational text
* Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
* Draw evidence from literary or informational texts to support analysis, reflection, and research

**Sample Student Strategies and Activities:**

* Glow and Grow
* Color marking/annotations for horror stories
* Elements of Plot: Use a plot diagram chart (Freytag’s Pyramid) to teach the key parts of plot.
* Create a storyboard of a significant part of the text to show plot development.
* “We Got the Text’s Message” – Identify theme and provide evidence by creating a mock text chain to explain the theme of a story.
* Reading for Meaning strategy to find text evidence to support theme.
* Rhetoric Prompts
* Notice and Note (*Into Literature)*
* Association Triangles (*Tools for Thoughtful Assessment***,**82)
* Close Reading
* Read closely and annotate the text using annotation symbols and note-taking.
* Write & Discuss (*Into Literature)*
* Writing Studio (*Into Literature)*
* Think-Pair-Share
* Create and Present (*Into Literature)*
* Vocab’s CODE (*Core Six)*
* Association Triangle (*Tools for Thoughtful Assessment***,** pg. 82)
* Extreme or Absolute Language (*Into Literature*)
* RACE strategy

**Sample Resources:**

“What is the Horror Genre?”: Sharon Russell

“The Tell-Tale Heart”: Edgar Allen Poe

“The Hollow”: Kelly Deschler

“The Monkey’s Paw”: W.W. Jacobs

Film clip *from* “The Monkey’s Paw”

Dracula: Bram Stoker

“Scary Tales”: Jackie Torrence

“The Outsider”: H.P Lovecraft

Coraline: Neil Gaiman

The Séance: Joan Lowery Nixon

The Roar: Escape from Furnace: Emma Clayton

The Graveyard Book: Neil Gaiman

**Sample Formative Assessments:**

* Analyze Text Meanings
* Level Up Tutorials
* Response Log
* Because… (*Tools for Thoughtful Assessment***,** pg. 62)
* Quiz on compare/contrast signal words
* Show and Share (*Tools for Thoughtful Assessment*, pg. 203)
* Peer Editing with Writing Task rubric (*Into Literature)*
* Paired Presentation with Rubric (teacher created)
* Critical Vocabulary Practice
* Response Logs for Unit 6
* Check Your Understanding (*Into Literature*)
* Kagan Learning Chips: Discussion and Inference
* Rough draft of literary analysis with rubric
* Rough draft of poem with rubric
* Edmentum Exact Path

**Sample Summative/Alternative Assessments:**

* Edmentum Benchmark Diagnostic
* Write a horror story
* Literary analysis with rubric
* Write or respond to an argument
* Create a Multimodal Presentation
* Unit 3 Test
* Create an iMovie using elements of horror
* Analyze and Evaluate a podcast

**Unit Specific Interdisciplinary Connections/Materials:**

* Kindred: Octavia Butler (Social Studies Standard 6.2.8GeoHE4c)

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Create an iMovie
* Speak lines of poetry
* Draw a graphic novel page

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Analyze speaker
* Discuss the quotation
* Learning Mindset (Reading Studio)
* Extended Texts: Frankenstien by Mary Shelley

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Audio/Video Studio
* Oral assessment
* Confirm understanding
* Discuss with a small group
* Review vocabulary
* Adapt the essay
* Draft the essay
* Scaffolding by using modeling and graphic organizers with sentence stems.
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the Writing process:
* Brainstorm/prewrite
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies
* HMH Speaking and Listening Studio
* Learn Language Structures
* Oral Assessment
* Use Word Families
* Demonstrate Comprehension
* Genre Reformulation

**Digital Tools/Resources:**

* NearPod,
* Newsela
* Turnitin
* Edmentum Exact Path
* HMH *Ed* Digital Platform
* Kahoot
* Canvas

**Other Resources**:

* Into Literature Level 8- Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment-Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #4**  **The Fight for Freedom/The Legacy of Anne Frank** |
| **Overview:** |

This unit includes analyzing author’s point of view, analyzing elements of documentary, primary sources, autobiography, realistic fiction, character qualities, drama, and free verse. Students will determine key ideas, analyze text structure, and reflect on the year with the completion of a capstone project.

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| **STAGE 1**  **Desired Results** |

**Essential Questions:**

What will people risk in order to be free?

What can we learn from past and present activists?

What can we learn from Anne Frank?

**POWER STANDARDS** (Commonly Assessed):

**Reading and Literature**

**Key Ideas and Details**

**RL.8.1./RI.8.1** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.8.3**. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Informational Text**

**Key Ideas and Details**

**RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.5.** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

**RI.8.6.** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Writing**

**Production and Distribution of Writing**

**W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**A.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**B.** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**Language**

**Vocabulary Acquisition and Use**

**L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

**C**. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**Speaking and Listening**

**SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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#### **Supporting Standards/Cumulative Progress Indicators**

#### **RL.8.9.**

**W.8.3. A-E**

#### **W.8.5.**

#### **W.8.6.**

#### **SL.8.1.A****-D**

#### **L.8.6.**

**Grades 6-8 Career Readiness, Life Literacies, and Key Skills for Unit 4:**

TECH.9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to

achieve a group goal.

TECH.9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to

determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

TECH.9.4.8.IML.13 Identify the impact of the creator on the content, production, and delivery of information

(e.g., 8.2.8.ED.1).

TECH.9.4.8.DC.7 Collaborate within a digital community to create a digital artifact using strategies such as

crowdsourcing or digital surveys.

TECH.9.4.8.DC.4 Explain how information shared digitally is public and can be searched, copied, and

potentially seen by public audiences.

TECH.9.4.8.IML.15 Explain ways that individuals may experience the same media message differently.

TECH.9.4.8.CT.3 Compare past problem-solving solutions to local, national, or global issues and analyze the

factors that led to a positive or negative outcome.

TECH.9.4.8.IML.14 Analyze the role of media in delivering cultural, political, and other societal messages.

TECH.9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for

information.

TECH.9.4.8.DC.5 Manage digital identity and practice positive online behavior to avoid inappropriate forms

of self-disclosure.

WRK.9.2.8.CAP.19 Relate academic achievement, as represented by high school diplomas, college degrees,

and industry credentials, to employability and to potential level.

WRK.9.2.8.CAP.1 Identify offerings such as high school and county career and technical school courses,

apprenticeships, military programs, and dual enrollment courses that support career or

occupational areas of interest.

**Visual and Performing Arts:**

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| TH.6-8.1.4.8.Re9b | Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. |
| TH.6-8.1.4.8.Pr4b | Use a variety of technical elements to create a design for a rehearsal or theatre production. |
| TH.6-8.1.4.8.Pr6a | Perform a rehearsed theatrical work for an audience. |
| TH.6-8.1.4.8.Cr2b | Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. |

**Students will know how and be able to…**

* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
* Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence
* Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
* Organize an event sequence that unfolds naturally and logically
* Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters
* Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
* Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text
* Determine how one or more differences in the points of view can create bias in fiction and nonfiction text
* Explain how the author acknowledges and responds to counterarguments
* Summarize the text objectively, capturing the main ideas
* Develop research questions
* Determine keywords or topics for each question
* Search for informational sources in an effort to answer the question
* Compose follow-up research questions based on the initial search
* Explain quotations used as support to enhance meaning
* Research and synthesize information from several sources
* Conduct research and synthesize multiple sources of information
* Engage the reader with a story hook
* Introduce a narrator and/or character
* Establish a point of view and background story
* Organize an event sequence that unfolds naturally and logically
* Use narrative techniques effectively to develop experiences, events, and/or  
  characters
* Transition from one idea to the next by using appropriate words and phrases
* Use figurative language to aid in description
* Describe ideas by using sensory and specific language
* Complete a capstone project

**New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate…

*From* Narrative of the Life of Frederick Douglas, American Slave: Frederick Douglas (Social Studies Standard 6-8.D.3.2.6-8)

Topics that address the Holocaust Commission Mandate…

The Diary of Anne Frank: Anne Frank

“How Could the Rwandan Genocide Happen?” - BBC Africa

Topics that address the LBGTQ and Special Needs Mandate…

* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>
* Teaching Tolerance:  The LGBTQ Library  
  <https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-a-lgbtq-books-characters#middle>
* Advocate for Inclusive & Affirming Curriculum  
  <https://www.glsen.org/inclusive-curriculum>

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Analyze the impact author’s words (autobiography, memoir) and of specific word choice on meaning and/or tone
* Explain narrative used in text
* Analyze drama
* Make predictions
* Analyze inferences
* Analyze why the author used a specific word choice or sound device
* Analyze the impact of a word choice or sound device on the reader
* Evaluate the effectiveness of the author’s word choice or sound device
* Engage in short research projects to answer a self-selected or teacher- assigned questions
* Develop research questions
* Determine keywords or topics for each question
* Search for informational sources in an effort to answer the question
* Compose follow-up research questions based on the initial search
* Explain quotations used as support to enhance meaning
* Research and synthesize information from several sources
* Conduct research and synthesize multiple sources of information
* Present research findings
* Revise and edit a written piece for improvement
* Present a written piece

**Sample Student Strategies and Activities:**

* Research Project Planning Table
* Character Analysis
* Character Traits
* Character Development
* Dynamic vs. Stagnant Character
* Discussion: how setting impacts character and plot
* Notice and Note (**Into Literature**)
* Reading Log (**Into Literature**)
* Sketch to Stretch (**Into Literature**)
* Numbered Heads Together (**Into Literature**)
* Reading for Meaning (**Core Six** pg. 7)
* Response to writing prompts
* Constructed Response (**Tools for Thoughtful Assessment** - pg. 160)
* Interactive Note Making (**Tools for Thoughtful Assessment -** pg. 109)
* Inductive Writing
* (*The Core Six*)
* Write an argument
* Cite evidence from the text to support original ideas. Use the RACE strategy
* Notice and Note (*Into Literature)*
* Pair and Practice
* Vocabulary’s Code (*The Core Six)*
* Create and Discuss Word Networks for Critical Vocabulary
* VKR Chart
* Ice breaker activities
* Response to writing prompt
* Small group discussions
* Journaling

**Sample Resources:**

* The Diary of Anne Frank (drama): Frances Goodrich and Albert Hackett
* *From* Narrative of the Life of Frederick Douglass, and American Slave: Frederick Douglass
* The Diary of Anne Frank: Anne Frank
* “The Drummer Boy of Shiloh”: Ray Bradbury
* “O Captain! My Captain!”: Walt Whitman
* “There But for the Grace”: Wislawa Szymborska
* “Days”: Billy Collins
* Enrique’s Journey: Sonia Nazario
* The Slave Dancer***:*** Paula Fox
* Number the Stars:Lois Lowry
* “The Butterfly”:Pavel Friedman

**Sample Formative Assessments:**

* Check Your Understanding (**Into Literature**)
* Quizzes
* Analyze the Text (**Into Literature** - at the end of each selection)
* Rough Draft with Rubric
* Create and Discuss: Write a memoir or narrative(**Into Literature** - pg. 431)
* Language Conventions: Practice and Apply (*Into Literature* - at the end of selections**)**
* Kagan Learning Chips: Discussion and Review
* Somebody Wanted But So
* ABC Summary
* Exit Ticket
* Edmentum Exact Path

**Sample Summative Alternative Assessments:**

* CAPSTONE (Personal narrative writing piece)
* Unit 4 Test
* Write a protest song and present
* Write a Social Justice Commentary/Use verse to evoke feeling
* Present a podcast on Social Justice
* Edmentum End of Year Diagnostic

**Unit Specific Interdisciplinary Connections/Materials:**

* *From* Narrative of the Life of Frederick Douglas, American Slave: Frederick Douglas (Social Studies Standard 6-8.D.3.2.6-8)

**Unit Specific Multiple Intelligences Activities and Engagement:**

* Sketch to Stretch
* Stage a dramatic reading of a protest song
* Use pictorial support
* Pantomime actions

**Unit Specific Gifted and Talented Accommodations and Modifications:**

* Write a character study
* Analyze how playwrights develop characters
* Write and set a poem to music
* Extended Texts: Bloody Times: The Funeral of Abraham Lincoln and the Hunt for Jefferson Davis
* **Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**
* Comprehension check
* Describe a character
* Ask questions
* Practice plurals
* Text X-ray (The Glory Field by Walter Dean Myers)
* Reach charts
* Use cognates
* Oral assessment
* Time phrases and transitions
* Focus on figurative language
* Draft the short story/narrative/memoir
* Peer edit using a checklist
* One-to one conference
* Chunk aspects of the capstone
* Work in groups/pairs/alone
* Notice and Note strategies

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| **Additional Materials** |

**Digital Tools/Resources:**

* NearPod
* Newsela
* Turnitin
* Edmentum
* *Ed* HMH Digital Platform
* Kahoot
* Canvas
* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>

**Other Resources:**

* Into Literature Level 8-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver