Board Approval Date: August 23, 2022

Course Title: ELA 8 Advanced

Course Description: ELA 8A is a full-year, block course. This course focuses on developing fiction/nonfiction reading habits and skills through engagement in a wide range of choice novels [via book clubs] and one higher-level whole-class text [*The Book Thief*]. This course also challenges students to express lessons/ideas on personal and complex topics via narrative, informative, literary analysis, and argument writing [including tech-based products like PSAs and digital one-pagers].

Course Sequence & Pacing			
Estimated Number of Blocks	Marking Period 1	Estimated Number of Blocks	Marking Period 3
20	**UNIT 1: THE ART OF STORYTELLING** **[Independent Reading & Writing]**	30-40	**UNIT 6: A CLOSE ANALYSIS OF LITERATURE** **[Reading & Writing - *The Book Thief*]**
20	**UNIT 2: HOW STORIES CRAFT MEANING** **[Reading]**	0-10	**UNIT 7: A CLOSE ANALYSIS OF MEDIA** **[If Time Allows]**
Estimated Number of Blocks	Marking Period 2	Estimated Number of Blocks	Marking Period 4
6	**UNIT 3: READING NONFICTION W/ A CRITICAL EYE** **[Reading]**	20	**UNIT 8:** **LITERARY STUDY -** **HOW LITERATURE REFLECTS OURSELVES/OUR WORLD** **[Reading]**
30	**UNIT 4: SOCIAL ISSUES RESEARCH** **[Writing]**	20	**UNIT 9:** **AN EXPLORATION OF ARGUMENT** **[Writing]**

4	**UNIT 5: SOCIAL JUSTICE THROUGH LITERATURE** **[Reading - Twelve Angry Men]**		

Stage 1 Desired Results
Unit Title #1: The Art of Storytelling
Unit Summary: In this unit, students will engage in choice reading and narrative writing.
Unit Learning Targets

NJSLS Standards:

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

W.8.3.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.

W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.)

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.C Spell correctly.

L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**
9.4.8.CI.2: Repurpose an existing resource in an innovative way.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Computer Science & Design Thinking *(CS & DT)***:**
8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.D.4 - Assess the credibility and accuracy of digital content

Interdisciplinary Connections: Through independent reading, students may explore a variety of interdisciplinary topics.
Reading:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing:

WHST.6-8.1. Write arguments focused on discipline-specific content.

A.   Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B.   Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D.   Establish and maintain a formal/academic style, approach, and form.

E.   Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A.   Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D.   Use precise language and domain-specific vocabulary to inform about or explain the topic.

E.   Establish and maintain a formal/academic style, approach, and form.

F.   Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Essential Questions:	Unit Enduring Understandings:
Writing ● What is the purpose of narrative writing? ● What elements and "moves" characterize narrative writing?	Writing ● Narrative writing encourages our creativity; it also allows us to find our voice and make meaning from our experiences, to recognize how our life experiences shape who we are. ● Narrative writing is defined by a clear plot structure and point of view; literary elements [e.g. characters, conflict]; literary techniques [e.g. imagery, foreshadowing, purposeful dialogue]; and a reflective ending [theme].

Students will know:	Students will be able to:
The habits of strong readers	***The habits of strong readers***
Lap 1: Strong readers understand… ● How to select engaging novels ● How to establish reading goals/schedule ● How to monitor reading progress ● How to reflect on/discuss reading ***How to craft narratives***	Lap 1: ● Select independent novels and book club choices that align with their interests ● Create a schedule for independent & book club reading, aiming for 3-week completion for each text. ● Compare their reading progress to their reading goals. ● Engage in reading conferences and small-group discussions, analyzing their text.

| Lap 1: Strong narrative writers can…
● Recognize the purpose of/Use writer's notebook
● Generate ideas for narrative writing

Lap 2: Strong narrative writers can…
● Develop writing stamina
● Engage in flash revision [RADaR]
● Craft narrative techniques
● Craft setting
● Craft character
● Craft conflict
● Craft dialogue

Lap 3: Strong narrative writers can…
● Organize a full narrative plot
● Develop effective leads & use powerful words
● Recognize when to follow/break grammatical rules [e.g. Syntax, Punctuating dialogue]
● Develop a reflective ending | ***How to craft narratives***

Lap 1:
● Understand the purpose of the Writer's Notebook.
● Use their Writer's Notebook to generate ideas, build writing stamina, and practice skills/flash revision.

Lap 2: In Writer's Notebook…
● Write regularly for short/extended time
● Engage in flash revision of entries WHILE writing
● Demonstrate ability to use narrative techniques [with support of mini-lesson & mentor text].
● Demonstrate ability to craft settings [with support of mini-lesson & mentor text].
● Demonstrate ability to craft character [with support of mini-lesson & mentor text].
● Demonstrate ability to craft conflict [with support of mini-lesson & mentor text].
● Demonstrate ability to craft dialogue [with support of mini-lesson & mentor text].

Lap 3:
● Write a full narrative plot [personal narrative or continuation].
● Enhance narrative with strong lead and word choice.
● Enhance narrative by following/breaking grammatical rules intentionally.
● Enhance narrative by ending with a reflection. |

Stage 2 Assessment Evidence
Summative Assessments: Narrative Writing Piece [Personal or Continuation] *Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.*
Formative Assessments: Minor Assessments: Independent Reading Assessment, Crafting a Scene, etc. Independent Assessments: Six-Word Memoir, Writer's Notebook Checks, etc.

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Common Benchmark Assessments:

SGO Pre-Assessments, IReady Diagnostic

Alternative Assessments:

Summer Reading

		Stage 3 Learning Plan		
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders,* *LGBTQ and People with Disabilites,* *Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
***The habits of strong readers***
RL.8.10	<u>Lap 1</u>: Strong readers understand… ● How to select engaging novels ● How to establish reading goals/schedule ● How to monitor reading progress ● How to reflect on/discuss reading	● Independent Reading ● Independent Reading Conferences ● Independent Reading Assessment Note: ● Texts offered in the class library and shared in book talks reflect diverse authors/stories. ● Advanced students will be encouraged to 'push' their reading selections [higher-level texts, faster pacing, various genres].	20
***How to craft narratives***
W.8.4, W.8.5, W.8.6, W.8.10	<u>Lap 1</u>: Strong narrative writers can… ● Recognize the purpose of/Use writer's notebook ● Generate ideas for narrative writing	● Set up Writer's Notebook ● Six-Word Memoir & The Story Behind the Six Words	3
W.8.3a, W.8.3b, W.8.3d, W.8.3e, W.8.4, W.8.5, W.8.6, W.8.10 L.8.2a, L.8.2c,	<u>Lap 2</u>: Strong narrative writers can… ● Develop writing stamina ● Engage in flash revision ● Craft narrative techniques ● Craft setting ● Craft character ● Craft conflict ● Craft dialogue	● Writer's Notebook Entries ● Crafting a Scene Writing Piece	10

L.8.4b, L.8.5a, L.8.5c, L.8.6			
W.8.3a, W.8.3b, W.8.3c, W.8.3d, W.8.3e, W.8.4, W.8.5, W.8.6, W.8.10 L.8.2a, L.8.2c, L.8.4b, L.8.5a, L.8.5c, L.8.6	Lap 3: Strong narrative writers can… ● Organize a full narrative plot ● Develop effective leads & use powerful words ● Recognize when to follow/break grammatical rules [e.g. Syntax, Punctuating dialogue] ● Develop a reflective ending	● Writing Conferences ● Narrative Writing Piece [Personal or Continuation]	7

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
Independent Novels Narrative Mentor Texts [e.g. Poems, Excerpts from memoirs/novels] ● All Summer in a Day ● Montauk ● Zac and Mia ● The Blind Side ● Eleven ● If I Stay ● Absolutely True Diary of a Part-Time Indian ● Maybe a Fox ● Invictus	Mentor texts may vary by year based on relevancy, student interest, and student needs.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
- *Use of assisted technology*
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
- Use of prompts
  - *Topic suggestions for Writer's Notebook*
  - *Topic suggestions for Narrative Writing Piece*
- Modification of content and student products
  - *Writing conferences conducted to gauge how to support/push students as readers/writers*
- Testing accommodations
  - *Given as per 504/IEP Plans*
- Authentic assessments
  - *Six Word Memoir & The Story Behind the Six Words*
  - *Narrative Writing Piece*

Specific Strategies and Practices that Support Gifted & Talented Students:
- Inquiry-based instruction
  - *N/A*
- Independent study
  - *Independent reading*
- Higher-order thinking skills
  - *Developing full narrative writing piece*
- Interest-based content
  - *Independent reading [Students choose books]*
  - *Narrative writing tasks [Writer's Notebooks, Memoirs, Narrative Writing Piece] [Students choose topics]*

Specific Strategies and Practices that Support English Language Learners:
- Visual learning, including graphic organizers
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
- Teacher modeling
  - *Teacher will model how to develop narrative skills in Writer's Notebook [sample entries]*
  - *Teacher will provide examples of writing skills in writer's conferences.*
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - *N/A*
- Scaffolding
  - *Mini-Lessons/Mentor texts provided to demonstrate unit skills*
  - *Writer's conferences utilized to work with students one-on-one on their specific writing needs*
  - *Large tasks [e.g. Narrative Writing Piece] broken up into manageable chunks*
- Sentence frames
  - *Transition Words*
- Think-pair-share
  - *Discussions about mentor texts during mini-lessons*

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results
Unit Title #2: How Stories Craft Meaning
Unit Summary: In this unit, students will learn how stories craft meaning [theme] by participating in a book club.
Unit Learning Targets

NJSLS Standards:

RL.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.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)***:**
8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.D.4 - Assess the credibility and accuracy of digital content

Interdisciplinary Connections: Book club texts reflect a range of interdisciplinary topics [e.g. *Unwind* conveys issues relating to science, technology and politics; *Warcross* conveys issues relating to science and technology; etc.].
Reading:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Climate Change: N/A

Amistad: N/A

Unit Essential Questions:	Unit Enduring Understandings:
Reading ● Why is reading important, and what habits and skills define an independent reader? ● How can an understanding of literary elements help readers analyze literature?	Reading ● Given its many advantages [growing as a reader, growing vocabulary, increasing knowledge/understanding, developing empathy], reading should be a lifelong habit. Good readers know how to find books that engage them, how to commit to and accomplish reading goals, and how to reflect thoughtfully on reading. ● Understanding the impact that key elements of a story – characters and conflicts – have on the plot can help us understand novels and their themes.
Students will know:	Students will be able to:
<u>Lap 1</u>: Strong readers understand how *conflict/key moments* craft theme ● What big moments/problems emerge in a text? ● What causes these problems? ● What effects do these problems have on the characters? ● What does the text suggest about these conflicts? What should we learn? <u>Lap 2</u>: Strong readers understand how *character* crafts theme ● What motivates the characters? ● Which characters succeed? Which ones fail? ● How do the characters change? ● What do the characters learn or what should we learn from them? <u>Lap 3</u>: Strong readers understand *themes* and are able to develop strong theme statements ● Which interpretations carry through the whole text/are most universal? ● How can I develop my theme into a stronger theme statement?	<u>Lap 1</u>: Through mentor texts, MP1 Book Club Mind Maps, MP1 Book Club Discussions, and MP1 Book Club Assessment…. ● Analyze how big moments/problems in the text create theme ● Analyze how the causes of conflicts reveal theme ● Analyze how the outcomes of conflicts reveal theme ● Develop theme statements based on story conflicts <u>Lap 2</u>: Through mentor texts, MP1 Book Club Mind Maps, MP1 Book Club Discussions, and MP1 Book Club Assessment…. ● Analyze how character motivations create theme ● Analyze how character's journey [successes/failures] creates theme ● Analyze how character development creates theme ● Develop theme statements based on what characters learn or what we should learn from them <u>Lap 3</u>: Through mentor texts, MP1 Book Club Mind Maps, MP1 Book Club Discussions, and MP1 Book Club Assessment…. ● Identify strongest/universal themes ● Develop strong theme statements that demonstrate an insightful understanding of the book

Stage 2 Assessment Evidence

Summative Assessments:

MP1 Book Club Assessment [Theme]

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Formative Assessments:

<u>Minor Assessments</u>: Summer Reading, Independent Reading Assessment, MP1 Book Club Discussions [2], etc.

<u>Independent Assessment</u>s: Online Skills Practice [e.g. IReady], Independent Reading Conferences, MP1 Book Club Mind Maps, etc.

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Common Benchmark Assessments:

SGO Pre-Assessments, IReady Diagnostic

Alternative Assessments:

Summer Reading

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation* *(Asian American & Pacific Islanders,* *LGBTQ and People with Disabilites,* *Diversity, Equity & Inclusion [DEI], G&T, ELL)*	*Timeframe* Estimated Number of Blocks
How stories craft meaning			
RL.8.1, RL.8.2, RL.8.3, RL.8.10 SL.8.1a, SL.8.1b,	<u>Lap 1</u>: Strong readers understand how *conflict/key moments* craft theme ● What big moments/problems emerge in a text? ● What causes these problems? ● What effects do these problems	● Mini-Lesson Mentor Text Responses ● MP1 Book Club Mind Maps [Round 1] ● MP1 Book Club Discussions [Round 1] ● MP1 Book Club Assessment Note:	5

SL.8.1c, SL.8.1d	● have on the characters? ● What does the text suggest about these conflicts? What should we learn?	● MP1 Book Club texts reflect diverse stories [e.g. LGBQT, DEI, People w/ Disabilities] ● Advanced students are expected to maintain a rigorous schedule [that they create] to finish MP1 Book Club text within 3 weeks.	
RL.8.1, RL.8.2, RL.8.3, RL.8.10 SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d	<u>Lap 2</u>: Strong readers understand how *character* crafts theme ● What motivates the characters? ● Which characters succeed? Which ones fail? ● How do the characters change? ● What do the characters learn or what should we learn from them?	● Mini-Lesson Mentor Text Responses ● MP1 Book Club Mind Maps [Round 2] ● MP1 Book Club Discussions [Round 2] ● MP1 Book Club Assessment Note: ● MP1 Book Club texts reflect diverse stories [e.g. LGBQT, DEI, People w/ Disabilities] ● Advanced students are expected to maintain a rigorous schedule [that they create] to finish MP1 Book Club text within 3 weeks.	5
RL.8.1, RL.8.2, RL.8.3, RL.8.10 SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d	<u>Lap 3</u>: Strong readers understand *themes* and are able to develop strong theme statements ● Which interpretations carry through the whole text/are most universal? ● How can I develop my theme into a stronger theme statement	● Mini-Lesson Mentor Text Responses ● MP1 Book Club Mind Maps [Round 3] ● MP1 Book Club Assessment Note: ● MP1 Book Club texts reflect diverse stories [e.g. LGBQT, DEI, People w/ Disabilities] ● Advanced students are expected to maintain a rigorous schedule [that they create] to finish MP1 Book Club text within 3 weeks.	10

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
MP1 Book Club Texts ● *The Absolutely True Diary of a Part-Time Indian* ● ***Perfect on Paper*** ● *The Sun is Also a Star* ● *One of Us is Lying* ● *We Were Liars* ● *Killing November* ● *Unwind* ● *Warcross* ● *What I Carry* Mentor Texts	Book club texts & Mentor texts may vary by year based on relevancy, student interest, and student needs.

● *The Giving Tree* ● *The Hunger Games* ● *The Most Magnificent Thing* ● *Spellbound* ● *What Do You Do With An Idea?* ● *Soar*	

Accommodations and Modifications: **Students with Disabilities, English Language Learners,** **Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
  - *YoTeachApp*
  - *Video-Based Mentor Texts*
  - *Use of Mind Maps*
- *Use of assisted technology*
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
  - *YoTeachApp*
- Use of prompts
  - *Anchor Charts are structured as questions to guide students' thinking while reading*
- Modification of content and student products
  - *Reading conferences conducted to gauge how to support/push students as readers/writers*
- Testing accommodations
  - *Given as per 504/IEP Plans*
- Authentic assessments
  - *MP1 Book Club Discussions*

Specific Strategies and Practices that Support Gifted & Talented Students:
- Inquiry-based instruction
  - *N/A*
- Independent study
  - *MP1 Book Club*
- Higher-order thinking skills
  - *Analyzing themes in literature*
- Interest-based content
  - *MP1 Book Club [Students choose books]*

Specific Strategies and Practices that Support English Language Learners:
- Visual learning, including graphic organizers
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
  - *YoTeachApp*

- - ○ *Video-Based Mentor Texts*
  - Teacher modeling
    - ○ *Teacher will model, via mentor texts, how to analyze themes in literature*
    - ○ *Teacher will provide examples of reflecting in reader's conferences.*
  - Pairing students with beginning English language skills with students who have more advanced English language skills
    - ○ *N/A*
  - Scaffolding
    - ○ *Mini-Lessons/Mentor texts provided to demonstrate unit skills*
    - ○ *Reader's conferences utilized to work with students one-on-one on their specific reading needs*
    - ○ *Large tasks [e.g. MP1 Book Club Reading Schedule] broken up into manageable chunks*
  - Sentence frames
    - ○ *Leading in to quotes*
  - Think-pair-share
    - ○ *Discussions about mentor texts during mini-lessons*
    - ○ *MP1 Book Club Discussions*
  - Cooperative learning groups
    - ○ *MP1 Book Club*

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #3: Reading Nonfiction with a Critical Eye
Unit Summary: In this unit, students will explore how to read nonfiction not only for information, but also for purpose/meaning.

<table>
<tr><td align="center">Unit Learning Targets</td></tr>
<tr><td>

NJSLS Standards:

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.

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.8.5 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.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.10 By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

</td></tr>
<tr><td align="center">Interdisciplinary Connections</td></tr>
<tr><td>

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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).

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

</td></tr>
</table>

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

Computer Science & Design Thinking *(CS & DT)*:

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections: Nonfiction articles used for critical reading reflect a range of disciplines [e.g. current events, science, psychology, sports, etc.].

Reading:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Climate Change:

The Problem of Plastic & Can We Save our Planet from Plastic?

Amistad:

How Many People Are Enslaved In The World Today?

Unit Essential Questions:	**Unit Enduring Understandings:**
Reading: ● How can we read [nonfiction and fiction] with a critical eye?	Reading ● We can read text with a critical eye by considering the author's purpose, as well as recognizing what's said/what's not said.
Students will know: Lap 1: When processing/using nonfiction, readers/writers should… ● Take steps to avoid plagiarism [Quotes] ● Take steps to avoid plagiarism [Bullets] Lap 2: Strong readers of nonfiction can… ● Identify author's purpose main idea ● Read w/ a critical eye [Focus on 'What's said?'] ● Read w/ a critical eye [Focus on 'What's not said?'] Throughout: How to develop the skills of independent readers	**Students will be able to:** Lap 1: In Writer's Notebook… ● Review articles/TED Talks and practice using quotes from the text purposefully in Writer's Notebook ● Review articles/TED Talks and practice summarizing, rewriting, and interpreting research in Writer's Notebook Lap 2: In Writer's Notebook… ● Review articles/TED Talks and determine author's purpose/main idea in Writer's Notebook ● Review articles/TED Talks and respond to information by considering what's said

	● Review articles/TED Talks and respond to information by considering what's not said
	Throughout: ● Engage in all aspects of independent reading [selecting novels, creating a schedule, evaluating reading progress, reflecting on reading].

Stage 2 Assessment Evidence

Summative Assessments:

N/A [This is a mini-unit; skills will 'roll into' the next unit, which includes the summative assessments

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Formative Assessments:

Minor Assessments: Informative Reading Skills Assessment

Independent Assessments: Independent Reading Conferences, Online Skills Practice [e.g. IReady], Writer's Notebook Checks

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Common Benchmark Assessments:

IReady Diagnostic

Alternative Assessments:

Students will have the opportunity to choose specific notebook entries to be assessed in Writer's Notebook.

		Stage 3 Learning Plan		
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders,* *LGBTQ and People with Disabilites,* *Diversity, Equity & Inclusion [DEI], G&T, ELL)*		***Timeframe*** Estimated Number of Blocks
		Reading Nonfiction with a Critical Eye		
W.8.6	<u>Lap 1</u>: Effective researchers can… ● Recognize plagiarism ● Take steps to avoid plagiarism [Bullets, Quotes]	● Writer's Notebook Entries		2
RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.6, RI.8.8, RI.8.10, W.8.4, W.8.6, W.8.10	<u>Lap 2</u>: Strong readers of nonfiction can… ● Identify author's purpose main idea ● Read w/ a critical eye [Focus on 'What's said?'] ● Read w/ a critical eye [Focus on 'What's not said?']	● Writer's Notebook Entries ● Informative Reading Skills Assessment		4
RL.8.10, RI.8.10	<u>Throughout</u>: How to develop the skills of independent readers	● Independent Reading Conferences ● Independent Reading Assessments Note: ● Texts offered in the class library and shared in book talks reflect diverse authors/stories. ● Advanced students will be encouraged to 'push' their reading selections [higher-level texts, faster pacing, various genres].		Throughout unit

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
Independent Novels Mentor/Assigned Texts [Current Articles, Infographics, TED Talks] ● What's Wrong with our Food System? ● 5 New Brain Disorders ● Beware Online Filter Bubbles	Mentor/Assigned texts may vary by year based on relevancy, student interest, and student needs.

● The Problem of Plastic & Can We Save our Planet from Plastic? ● World's Deadliest Animals ● Why Videos Go Viral ● Did You Know? [2018] ● How I Harnessed the Wind & No Hiding Your Face ● Chinese Scientists Successfully Clone 2 Monkeys… ● Former NFLers Call for End to Tackle Football & Half of Teens Think They're Addicted to their Smartphones ● How Many People Are Enslaved In The World Today?	

Accommodations and Modifications: **Students with Disabilities, English Language Learners,** **Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
- *Use of assisted technology*
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
- Use of prompts
  - *Topic suggestions for Writer's Notebook*
- Modification of content and student products
  - *Reader's/Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
- Testing accommodations
  - *Given as per 504/IEP Plans*
- Authentic assessments
  - *Responding to articles on current topics in Writer's Notebook*

Specific Strategies and Practices that Support Gifted & Talented Students:
- Inquiry-based instruction
  - *N/A*
- Independent study
  - *Independent reading*
- Higher-order thinking skills

- ○ *Reading nonfiction with a critical eye requires interpretation/evaluation of complex texts/complex topics*
- Interest-based content
  - ○ *Responding to articles on current topics in Writer's Notebook*

Specific Strategies and Practices that Support English Language Learners:
- Visual learning, including graphic organizers
  - ○ *Electronic Anchor Charts*
  - ○ *Electronic Writer's Notebook*
- Teacher modeling
  - ○ *Teacher will model how to develop informative reading/writing skills in Writer's Notebook [sample entries].*
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - ○ *N/A*
- Scaffolding
  - ○ *Mini-Lessons/Mentor texts provided to demonstrate unit skills*
  - ○ *Reader's/Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
- Sentence frames
  - ○ *Leading in to quotes*
- Think-pair-share
  - ○ *Discussions about mentor texts during mini-lessons*
- Cooperative learning groups
  - ○ *N/A*

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #4: Social Issues Research

Unit Summary: In this unit, students will engage in the full research process and explore the problems/solutions of a current social issue. Following that, students will apply research skills in order to research/synthesize pivotal events that defined the past year [similar to Google's 'Year in Search' project].

Unit Learning Targets

NJSLS Standards:

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

RI.8.10 By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

W.8.2.A Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E Establish and maintain a formal style/academic style, approach, and form.

W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.8.4.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.

L.8.4.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.

L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.8.2- 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.

SL.8.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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.

SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Interdisciplinary Connections

NJSLS Companion Standards Grades 6-8:

Reading:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing:

WHST.6-8.1. Write arguments focused on discipline-specific content.

A.   Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B.   Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D.   Establish and maintain a formal/academic style, approach, and form.

E.   Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A.   Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D.   Use precise language and domain-specific vocabulary to inform about or explain the topic.

E.   Establish and maintain a formal/academic style, approach, and form.

F.   Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

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)

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.

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

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

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

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).

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

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

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).

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

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

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3)

Computer Science & Design Thinking *(CS & DT)***:** N/A

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

NJSLS Social Studies (2020)

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

Climate Change: Climate change is a social issue that students can elect to focus on in the Social Issues Research Unit.

Amistad: Slavery is a social issue that students can select to focus on in the Social Issues Research Unit.

Unit Essential Questions:	**Unit Enduring Understandings:**
Writing: ● What issues/events define our society? Why is it important to learn about/understand them? ● What is the purpose of research? ● What steps and 'moves' characterize research work?	Writing: ● A number of issues/events define our society – hunger, homelessness, natural disasters, elections, etc. We have a responsibility, as citizens, to be informed about these issues/events, as well as consider ways to be involved in/address them. ● The purpose of research is to gain both a factual and deeper understanding of complex topics/issues. ● When engaging in research, writers evaluate the credibility of sources; extract relevant information from sources; paraphrase information to take ownership of research; and cite sources. When creating research products, writers engage the audience with an intriguing opening; express a purpose via a thesis statement; support the thesis with relevant and sufficient information; use higher-level vocabulary and transitions; end with a strong closing statement; and select a delivery method that effectively conveys the research.
Students will know: Lap 1: Effective researchers can… ● Select credible sources ● Extract relevant information from sources Lap 2: Effective research writers can… ● Paraphrase research ● Organize research information in a logical order ● Develop a thesis [to define a purpose for research] Lap 3: Effective research writers can… ● Compose effective lead/closing & closing ● Provide sufficient/relevant information to support thesis ● Employ effective syntax/word choice	**Students will be able to:** Lap 1: ● Explore sources via online search engines/databases and decide which sources to use for Social Issues Research Task & Year in Review Task. ● Collect information from sources that reflects both the problems and solutions associated with a social issue [Social Issues Research Task] and that addresses what occurred/the impact of key current events [Year in Review Task]. Lap 2: ● Paraphrase research via outlines for Social Issues Research Task & Year in Review Task. ● Organize research in a logical order via outlines for Social Issues

- ○ Lead in to quotes
- ○ Use M-Dash
- ○ Apply academic vocabulary
- ○ Use transitions
- Give credit to sources via a Works Cited

Lap 4: Use technology to present research
- Apply current tech tools
  [e.g. Adobe Creative Cloud, E-Book]
- Consider organization/design
  [e.g. Visual tools, Audio tools]
- Apply effective speaking skills

Lap 5: Consumers of information can…
- Reflect on what they learned from informational media
- Evaluate the quality of informational media

Throughout: How to strength word choice

Throughout: How to develop the skills of independent readers

Research Task & Year in Review Task.
- Develop a thesis that reflects the importance of a social issue [Social Issues Research Task] and that reflects the 'theme' of the past year [Year in Review Task].

Lap 3:
- Write the lead/opening and closing for the Social Issues Research Task & Year in Review Task.
- Provide sufficient/relevant information to explain the problems/solutions of a social issue [Social Issues Research Task] or the overview/significance of pivotal current events [Year in Review Task].

- Employ effective syntax/word choice when writing the script for the Social Issues Research Task & Year in Review Task
- Compose a Works Cited for the Social Issues Research Task & Year in Review Task

Lap 4:
- Use tech tools to present information on social issues [Social Issues Research Task] or current events [Year in Review Task] in an engaging manner.
- Use visual tools [e.g. Slide transitions, Titles, Images, Videos, Fonts, Colors] and audio tools [e.g. Music] to enhance delivery of information [Social Issues Research Task & Year in Review Task].
- Apply effective speaking skills [e.g. Tone, Fluency] when delivering information verbally [Social Issues Research Task].

Lap 5:
- Be critical viewers of peer PSAs, reflecting on what they learned based on what was said/not said in the PSA.
- Be critical viewers of peer PSAs, reflecting on what presenters did effectively in their presentations.

Throughout:
- Learn vocabulary in context & Apply vocabulary in writing/presentations

Throughout:
- Engage in all aspects of independent reading [selecting novels, creating a schedule, evaluating reading progress, reflecting on reading].

Stage 2 Assessment Evidence

Summative Assessments:

Social Issues Research Product [PSA]

Year in Review [E-Book]

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools

Formative Assessments:

<u>Minor Assessments</u>: Independent Reading Assessments, MP2 On-Demand Writing Assessment, PSA Reflections, Academic Vocabulary Assessment

<u>Independent Assessment</u>s: Independent Reading Conferences, Social Issues Research Outline, Online Skills Practice [e.g. IReady]

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Common Benchmark Assessments:

IReady Diagnostic

On-Demand Writing Assessment

Alternative Assessments:

Students will have the option of completing an additional Independent Reading Assessment this marking period.

Stage 3 Learning Plan

Standard	Skill	Learning Activities & Differentiation (Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)	Timeframe Estimated Number of Blocks
		Social Issues Research	
W.8.7, W.8.8	<u>Lap 1</u>: Effective researchers can… ● Select credible sources ● Extract relevant information from sources	● Social Issues Research Task - Source Collection Doc ● Year in Review - Organizer Note: ● Students have the option of exploring a number of social issues in the Social Issues Research Task [including ones pertaining to race, gender, LGBTQ, people w/ disabilities, and economics]. ● In both research tasks [Social Issues Research Task & Year in Review Task], Advanced students will be challenged to	6

		engage in the full research process; explore complex issues/events; and incorporate technology/presentation skills in order to present their research to an audience.	
W.8.5, W.8.6, W.8.7, W.8.8, W.8.2f	<u>Lap 2</u>: Effective research writers can… ● Paraphrase research ● Organize research information in a logical order ● Develop a thesis [to define a purpose for research]	● Social Issues Research Task - Outline ● Year in Review - E-Book Note: ● See note in 'Lap 1' row	8
W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.10	<u>Lap 3:</u> Effective research writers can… ● Compose effective lead/closing ● Provide sufficient/relevant information to support thesis ● Employ effective syntax/word choice ○ Lead in to quotes ○ Use M-Dash ○ Apply academic vocabulary/ transitions ● Give credit to sources via a Works Cited	● On-Demand Writing Assessment ● Social Issues Research Task - PSA Script ● Social Issues Research Task - Works Cited ● Year in Review - E-Book ● Year in Review - Works Cited Note: ● See note in 'Lap 1' row	10
W.8.6, SL.8.4, SL.8.5, SL.8.6	<u>Lap 4:</u> Use technology to present research ● Apply current tech tools [e.g. Adobe Creative Cloud, E-Book] ● Consider organization/design [e.g. Visual tools, Audio tools] ● Apply effective speaking skills	● Social Issues Research Task - PSA ● Year in Review - E-Book Note: ● See note in 'Lap 1' row	10
SL.8.2, SL.8.3	<u>Lap 5:</u> Consumers of information can… ● Reflect on what they learned from informational media ● Evaluate the quality of informational media	● Social Issues Research Task - PSA Presentations ● Social Issues Research Task - PSA Reflections Note: ● See note in 'Lap 1' row	6
L.8.4a, L.8.4c, L.8.4d, L.8.6	<u>Throughout</u>: How to strength word choice	● Academic Vocabulary Assessment	Throughout unit
RL.8.10, RI.8.10	<u>Throughout:</u> How to develop the skills of independent readers	● Independent Reading Conferences ● Independent Reading Assessments Note:	Throughout unit

		● Texts offered in the class library and shared in book talks reflect diverse authors/stories. ● Advanced students will be encouraged to 'push' their reading selections [higher-level texts, faster pacing, various genres].	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
Independent Novels Social Issue Research Sources Year in Review Research Sources	

Accommodations and Modifications: Students with Disabilities, English Language Learners,   Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
 ● Use of visual and multisensory formats
    ○ *Electronic Anchor Charts*
    ○ *Electronic Writer's Notebook*
 ● *Use of assisted technology*
    ○ *Electronic Anchor Charts*
    ○ *Electronic Writer's Notebook*
    ○ *Assessment mediums [PSA, E-Book]*
 ● Use of prompts
    ○ *On-Demand Writing Assessment*
 ● Modification of content and student products
    ○ *Reader's/Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
 ● Testing accommodations
    ○ *Given as per 504/IEP Plans*
 ● Authentic assessments
    ○ *Social Issues Research Unit [focuses on real-world issues]*
    ○ *Year In Review E-Book [focuses on current events & emulates Google's Year in Search project]*
 	
 Specific Strategies and Practices that Support Gifted & Talented Students:
 ● Inquiry-based instruction
    ○ *Social Issues Research Unit [Requires engaging in full research process]*
    ○ *Year in Review E-Book [Requires researching current events and connecting around a common theme]*
 ● Independent study
    ○ *Independent reading*
    ○ *Social Issues Research Unit*

- Higher-order thinking skills
  - *Engaging in a full research process [Evaluating sources, Extracting information, Paraphrasing/Synthesizing research, Using technology to present research, etc.]*
- Interest-based content
  - *Social Issues Research Unit [Students select a social issue that they are passionate about]*
  - *Year in Review E-Book [Students focus on events during the year that stood out to them/have meaning to them]*

Specific Strategies and Practices that Support English Language Learners:
- Visual learning, including graphic organizers
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
  - *Outline templates*
  - *Assessment mediums [PSA, E-Book]*
- Teacher modeling
  - *Teacher will provide guidelines/models of each step of the research process & of final research products [PSA, E-Book].*
  - *Teacher will provide examples of reflecting & writing in reader's/writer's conferences.*
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - *N/A*
- Scaffolding
  - *Mini-Lessons/Mentor texts provided to demonstrate unit skills*
  - *Reader's/Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
  - *Large tasks [e.g. Social Issues Research Unit] broken up into manageable chunks*
- Sentence frames
  - *Transition Words*
  - *Leading in to quotes*
- Think-pair-share
  - *PSA Reflections*
- Cooperative learning groups
  - *Year in Review E-Book*

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections

- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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Stage 1 Desired Results

Unit Title #5: Social Justice through Literature

Unit Summary: In this unit, students will apply what they learned about social issues in their research unit to their reading of *Twelve Angry Men.*

Unit Learning Targets

NJSLS Standards:

RL.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.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

L.8.4.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.

L.8.4.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.

L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Interdisciplinary Connections

NJSLS Companion Standards Grades 6-8:

Reading:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing:

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)***:**
8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

NJSLS Social Studies 2020

6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

| 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government. |

Climate Change: N/A

Amistad: Racial tensions in *12 Angry Men*

Unit Essential Questions:	Unit Enduring Understandings:
● In our society, how is justice best served?	● Through text [*Twelve Angry Men*], we will see how our justice system functions and recognize its strengths/flaws.
Students will know:	**Students will be able to:**
Lap 1: Through pre-reading activities… ● How to anticipate text conflicts [and your stance on theme] ● The basic workings of the US legal system ● How to interpret legal vocabulary ● The structure of dramas	Lap 1: Through pre-reading activities… ● Explore real-world issues in text and consider personal stances on them ● Recognize the function of juries/judges in the legal system and the impact of landmark Supreme Court judgments ● Use context and resources to verify the definition of legal terms ● Recognize the structure of drama [e.g. how dialogue is structured, stage directions]
Lap 2: Through performing & reflecting on *Twelve Angry Men…* ● How to recognize the impact of personal biases and fairness/reliability ● How to contrast conflicting views of justice and evaluate the quality of arguments ● How to evaluate the effectiveness of juries and analyze themes [through a social justice lens]	Lap 2: Through performing & reflecting on *Twelve Angry Men…* ● Compose a written response, focusing on the impact of the jurors' biases and which jurors demonstrate fairness/reliability. ● Compose a written response, focusing on how the jurors' conflicting views of justice create conflict and evaluating the quality of the jurors' arguments. ● Compose a written response, evaluating the effectiveness of juries and analyzing themes [through a social justice lens].

Stage 2 Assessment Evidence

Summative Assessments:

N/A [This is a mini-unit; summative assessments were completed in the previous unit.

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools

Formative Assessments:

Minor Assessments: N/A

Independent Assessments: *Twelve Angry Men* Reflections, Online Skills Practice [e.g. IReady]

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Common Benchmark Assessments:

IReady Diagnostic

Alternative Assessments:

Students will be offered multiple topics to respond to while reflecting on *Twelve Angry Men* [and will choose one to focus on].

Stage 3 Learning Plan				
Standard	***Skill***		***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
Social Justice through Literature				
RL.8.10, L.8.4a, L.8.4b, L.8.4d, L.8.6, SL.8.6	Lap 1: Students will learn… - How to anticipate text conflicts [and your stance on theme] - The basic workings of the US legal system - How to interpret legal vocabulary - The structure of dramas		- Pre-Reading Activities - Debating Ethics - Sticking to the Facts - Landmark Supreme Court Cases - Interpreting Legalese - Structure of dramas	1
RL.8.1, RL.8.2, RL.8.3, RL.8.10,	Lap 2: Through performing & reflecting on *Twelve Angry Men,* students will learn… How to recognize the impact of personal biases and fairness/reliability		*Twelve Angry Men* - Read Aloud & Discuss *Twelve Angry Men* - Written Reflections *Twelve Angry Men* - Film Comparison [If time allows]	3

W.8.6, SL.8.6	● How to contrast conflicting views of justice and evaluate the quality of arguments ● How to evaluate the effectiveness of juries and analyze themes [through a social justice lens]		

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
Twelve Angry Men [Text & Film]	Assigned texts may vary by year based on relevancy, student interest, and student needs.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
  - *Lino*
- *Use of assisted technology*
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
  - *Lino*
- Use of prompts
  - *Twelve Angry Men - Reflection Topics*
- Modification of content and student products
  - *Reader's conferences utilized to work with students one-on-one on their specific reading/writing needs*
- Testing accommodations
  - *Given as per 504/IEP Plans*
- Authentic assessments
  - *Twelve Angry Men will encourage students to consider the US legal system & the importance of social justice.*

Specific Strategies and Practices that Support Gifted & Talented Students:
- Inquiry-based instruction
  - *N/A*
- Independent study
  - *N/A*
- Higher-order thinking skills
  - *Analyzing Twelve Angry Men through a social justice lens*
- Interest-based content
  - *Twelve Angry Men will be performed, as it is a drama.*

Specific Strategies and Practices that Support English Language Learners:
- Visual learning, including graphic organizers
    - *Electronic Anchor Charts*
    - *Electronic Reader's Notebook*
    - *Lino*
    - *Twelve Angry Men Script/Film*
- Teacher modeling
    - *Teacher will use guiding questions to prompt discussions of Twelve Angry Men.*
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - *N/A*
- Scaffolding
    - *Pre-reading activities provided to build background knowledge on Twelve Angry Men.*
    - *Teacher will use guiding questions to prompt discussions of Twelve Angry Men.*

- Sentence frames
    - *N/A*
- Think-pair-share
    - *Twelve Angry Men discussions*
- Cooperative learning groups
    - *N/A*

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #6: A Close Analysis of Literature

Unit Summary: In this unit, students will learn how readers analyze the "parts" of a text in order to gain a deeper understanding of the "whole" [theme]. Literary analysis writing skills will be integrated into this unit, and *The Book Thief* will be the primary text used for instruction.

Unit Learning Targets

NJSLS Standards:

RL.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.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.e Establish and maintain a formal style.

W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.

Interdisciplinary Connections

Reading:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing:

WHST.6-8.1. Write arguments focused on discipline-specific content.

A.   Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B.   Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D.   Establish and maintain a formal/academic style, approach, and form.

E.   Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Computer Science & Design Thinking *(CS & DT)*: N/A
8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

NJSLS Social Studies 2020

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Climate Change: N/A	

Amistad: N/A

Unit Essential Questions:	**Unit Enduring Understandings:**
Reading: ● How do readers analyze literature by focusing on literary elements [character, conflict, motif]? ● How do readers analyze literature by focusing on the writer's craft [language, symbolism]? Writing ● What are the elements of a strong literary analysis?	Reading: ● Readers consider how the "parts" of literature [e.g. character, conflict] can deepen their understanding of the "whole" [theme]. ● Readers consider how the writer's craft [e.g. point of view, language, symbolism, structure] can deepen their understanding of the "whole" [theme]. Writing ● The elements of a strong literary analysis include an insightful thesis statement; sufficient and relevant examples/evidence from the text; strong interpretations of text evidence; a clear organizational structure; and following English conventions.
Students will know: Lap 1: How to analyze point of view [via *The Book Thief*] Lap 2: How to analyze characters [via *The Book Thief*] Lap 3: How to analyze conflict [via *The Book Thief*] Lap 4: Analyzing language and/or structure Lap 5: Analyzing symbolism [via *The Book Thief*] Lap 6: Analyzing theme [via *The Book Thief*]	**Students will be able to:** Lap 1: Analyze the impact that point of view has on a story through mini-lessons/mentor texts, Mind Maps, discussions, and summative assessments. Lap 2: Analyze characters [w/ a focus on their development] through mini-lessons/mentor texts, Mind Maps, discussions, and summative assessments. Lap 3: Analyze conflict [w/ a focus on how conflicts drive the story forward] through mini-lessons/mentor texts, Mind Maps, discussions, and summative assessments. Lap 4: Analyze writer's language [e.g. imagery, figurative language, word choice] and/or text structure [e.g. beginning/end, flashback/foreshadowing, titles, etc.] through mini-lessons/mentor texts, Mind Maps, discussions, and summative assessments. Lap 5: Analyze symbolism through mini-lessons/mentor texts, Mind Maps, discussions, and summative assessments.

	Lap 6: Analyze themes through mini-lessons/mentor texts, Mind Maps, discussions, and summative assessments.

Stage 2 Assessment Evidence

Summative Assessments:

The Book Thief Found Poem & Analysis

The Book Thief Digital One Pager

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools

Formative Assessments:

Minor Assessments: *The Book Thief* Discussions, On-Demand Writing Assessment

Independent Assessments: *The Book Thief* Mind Maps, Online skills practice [e.g. IReady]

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Common Benchmark Assessments:

On-Demand Writing Assessment

Alternative Assessments:

Students will have the option of doing an additional discussion on *The Book Thief* at the close of the unit.

Stage 3 Learning Plan

Standard	Skill	Learning Activities & Differentiation *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	Timeframe Estimated Number of Blocks
		A Close Analysis of Literature	
RL.8.1, RL8.2, RL.8.3, RL.8.6, RL.8.10, W.8.4, W.8.6, W.8.10, SL.8.1a, SL.8.1b,	Lap 1: Strong readers can analyze the impact that point of view has on a story.	● Mentor text responses ● The Book Thief - Mind Maps ● The Book Thief - Discussions	5

SL.8.1c, SL.8.1d			
RL.8.1, RL8.2, RL.8.3, RL.8.10, W.8.4, W.8.6, W.8.10, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d	<u>Lap 2</u>: Strong readers can analyze characters [w/ a focus on their development].	● Mentor text responses ● The Book Thief - Mind Maps ● The Book Thief - Discussions	5
RL.8.1, RL8.2, RL.8.3, RL.8.10, W.8.4, W.8.6, W.8.10, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d	<u>Lap 3</u>: Strong readers can analyze conflict [w/ a focus on how conflicts drive the story forward].	● Mentor text responses ● The Book Thief - Mind Maps ● The Book Thief - Discussions	5
RL.8.1, RL8.2, RL.8.3, RL.8.10, W.8.4, W.8.5, W.8.6, W.8.10, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, L.8.5a	<u>Lap 4</u>: Strong readers can analyze the writer's language [e.g. imagery, figurative language, word choice] and/or text structure [e.g. beginning/end, flashback/foreshadowing, titles, etc.].	● Mentor text responses ● The Book Thief - Mind Maps ● The Book Thief - Discussions ● The Book Thief - Found Poem & Analysis	10
RL.8.1, RL8.2, RL.8.3, RL.8.10, W.8.4, W.8.5, W.8.6, W.8.10, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, L.8.5a	<u>Lap 5</u>: Strong readers can identify and analyze symbolism.	● Mentor text responses ● The Book Thief - Mind Maps ● The Book Thief - Discussions	5

| RL.8.1, RL8.2, RL.8.3, RL.8.10, W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.4, W.8.5, W.8.6, W.8.10, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d | Lap 6: Analyzing theme [via *The Book Thief*] | Mentor text responses The Book Thief - Mind Maps The Book Thief - Discussions The Book Thief - Digital One-Pager | 10 |

Core Instructional & Supplemental Materials **(including various levels of texts)**	
Texts/Resources	*Notes*
Mentor Texts: - Where the Wild Things Are - After the Fall - Miles to Fly - Ida, Always - Yertle the Turtle - Shoe - Umbrella - Borrowed Time, Destiny, or French Roast - Point B - Invictus - Acquainted with the Night - La Luna - North Star - Wind Up - The Dark [Lemony Snicket] - Going Places - Fantastic Flying Books of Mr. Morris Lessmore - One Small Step - Sneetches *The Book Thief* *The Book Thief* Film	Mentor/Assigned texts may vary by year based on relevancy, student interest, and student needs.

| Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students |
|---|

Specific Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
  - *Electronic Writer's Notebook*
- *Use of assisted technology*
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
  - *Electronic Writer's Notebook*
  - *Assessment mediums [Digital One-Pager]*
- Use of prompts
  - *On-Demand Writing Assessment*
- Modification of content and student products
  - *Reader's/Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
- Testing accommodations
  - *Given as per 504/IEP Plans*
- Authentic assessments
  - *Digital One-Pager*

Specific Strategies and Practices that Support Gifted & Talented Students:
- Inquiry-based instruction
  - *Digital One-Pager*
- Independent study
  - *Reading independently*
  - *Mind Maps*
- Higher-order thinking skills
  - *All aspects of the unit [Mind Maps, Discussions, Summative assessments] require students to engage in a higher-level analysis of literature [how the parts of literature create meaning]*
- Interest-based content
  - *The Book Thief Found Poem [Students present their analysis in a creative format]*
  - *The Book Thief Digital One Pager [Students integrate tech skills to present their analysis]*

Specific Strategies and Practices that Support English Language Learners:
- Visual learning, including graphic organizers
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
  - *Electronic Writer's Notebook*
  - *Outline templates*
  - *Assessment mediums [e.g. Digital One-Pager]*
- Teacher modeling
  - *Teacher will provide mentor texts/models of literary analysis skills throughout unit*
  - *Teacher will provide examples of reflecting & writing in reader's/writer's conferences*
  - *Teacher will provide models of summative assessments*

- Pairing students with beginning English language skills with students who have more advanced English language skills
  - *N/A*
- Scaffolding
  - *Mini-Lessons/Mentor texts provided to demonstrate unit skills*
  - *Reader's/Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
  - *Discussions utilized to gauge and support student comprehension of text*
  - *Large tasks [e.g. Digital One-Pager] broken up into manageable chunks*
- Sentence frames
  - *Transition Words*
  - *Leading in to quotes*
- Think-pair-share
  - *Mentor text discussions*
  - *The Book Thief Mind Maps & Discussions*
- Cooperative learning groups
  - *The Book Thief 'book clubs' [Students broken into smaller groups reading, Mind Maps, Discussions, & Summative Assessments]*

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #7: A Close Analysis of Media
Unit Summary: In this unit – if time allows – students will apply the literary analysis skills developed during Unit 6 to 'pop culture' texts [popular movies, TV shows, music, video games, etc.].

NJSLS Standards:

RL.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.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections

Reading:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing:

WHST.6-8.1. Write arguments focused on discipline-specific content.

A.   Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B.   Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D.   Establish and maintain a formal/academic style, approach, and form.

E.   Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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

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

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

Computer Science & Design Thinking *(CS & DT)*:

Students have the option of focusing on computer-based media [e.g. video games] when analyzing media.

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

Other Interdisciplinary Connections:

Students may incorporate a number of media forms into this analysis unit – TV shows, movies, video games, art, music, etc.

Climate Change: Climate change is a media issue that students can elect to focus on in this unit.

Amistad: Slavery is a media issue that students can select to focus on in this unit.

Unit Essential Questions:	Unit Enduring Understandings:
How can literary analysis be a 'real world' writing medium? How can we use these skills to share perspectives on media that resonate with us?	Literary analysis is not exclusively an academic medium. It is a genre that allows us to share our unique perspectives on ALL media – books, art, music, TV shows, movies, video games – that resonate with us.
Students will know:	**Students will be able to:**
Lap 1: How to narrow their focus when analyzing media ● What text/media/art resonates with you? ● What aspects of the text/media/art stand out to you? Why?	Lap 1: Focus on "how" when analyzing text ● Select text[s] that resonate with them as focus for analysis ● Develop a topic based on what resonated with them in the text[s]
Lap 2: How to explore big ideas when analyzing media ● What unique perspective can you share on text/media/art, through the lens of what stands out to you?	Lap 2: Focus on the "why" when analyzing text ● Develop a thesis that provides a unique perspective on a student-selected text[s]

● Can you compare/contrast between this text/media/art and another?	● Consider strengthening analysis by comparing/contrasting text[s]

Stage 2 Assessment Evidence	

Summative Assessments:

N/A [This is a mini-unit; summative assessments will be completed in Unit 6]

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools

Formative Assessments:

Minor Assessments: Media Analysis

Independent Assessments: N/A

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Common Benchmark Assessments:

On-Demand Writing Assessment

Alternative Assessments:

The assessment in this unit is an alternative assessment; it will only be assigned if time allows.

Stage 3 Learning Plan			
Standard	*Skill*	*Learning Activities & Differentiation* *(Asian American & Pacific Islanders,*	*Timeframe* Estimated

		LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)	Number of Blocks
		A Close Analysis of Media	
RL8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.10, W.8.4, W.8.5, W.8.6, W.8.10	<u>Lap 1</u>: Narrow Your Focus ● What text/media/art resonates with you? ● What aspects of the text/media/art stand out to you? Why?	Media Analysis - Prewriting Media Analysis - Final Product	1-2
RL8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.10, W.8.4, W.8.5, W.8.6, W.8.10	<u>Lap 2</u>: Explore Big Ideas ● What unique perspective can you share on text/media/art, through the lens of what stands out to you? ● Can you compare/contrast between this text/media/art and another?	Media Analysis - Prewriting Media Analysis - Final Product	4-8

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
Mentor Texts: ● How Spongebob Squarepants Stayed Fresh and Subversive over 15 Years Student Choice [The media they will be focusing on for analysis]	Mentor/Assigned texts may vary by year based on relevancy, student interest, and student needs.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
- *Use of assisted technology*
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
- Use of prompts
  - *Guiding questions for media analysis*
- Modification of content and student products
  - *Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
- Testing accommodations
  - *Given as per 504/IEP Plans*
- Authentic assessments
  - *Media Analysis*

Specific Strategies and Practices that Support Gifted & Talented Students:
- Inquiry-based instruction
  - *Media Analysis [What unique perspective can you share about your text?]*
- Independent study
  - *Media Analysis [What text do you want to explore?]*
- Higher-order thinking skills
  - *Media Analysis [How can you support your analysis of this text?]*
- Interest-based content
  - *Media Analysis [What text resonates with/interests you?]*

Specific Strategies and Practices that Support English Language Learners:
- Visual learning, including graphic organizers
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
- Teacher modeling
  - *Teacher will provide mentor texts/models of how to analyze media*
  - *Teacher will provide examples of writing in writer's conferences*
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - *N/A*
- Scaffolding
  - *Mini-Lessons/Mentor texts provided to demonstrate unit skills*
  - *Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
- Sentence frames
  - *Transition Words*
  - *Leading in to quotes*
- Think-pair-share
  - *N/A*
- Cooperative learning groups
  - *N/A*

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results
Unit Title #8: Literary Study - How Literature Reflects Ourselves/Our World
Unit Summary: In this unit, students will learn how literature can deepen our understanding of ourselves and our world by participating in a book club.

Unit Learning Targets

NJSLS Standards:

RL.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.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Interdisciplinary Connections

Reading:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing:

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

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

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

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.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

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

Computer Science & Design Thinking *(CS & DT)***:**

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

Climate Change: NIn this unit, students will consider the real-world issues presented in their books, including ones related to psychology [e.g. mental health], science/technology [e.g. biohacking], politics [e.g. corruption], human rights [e.g. racism, inequality], and the environment [e.g. climate change, drought].

Amistad: In this unit, students will consider the real-world issues presented in their books, including ones related to psychology [e.g. mental health], science/technology [e.g. biohacking], politics [e.g. corruption], human rights [e.g. racism, inequality], and the environment [e.g. climate change, drought].

Unit Essential Questions:	Unit Enduring Understandings:
How can literature help us better understand ourselves? How can literature help us understand our world?	Literature can deepen our understanding of ourselves – our internal struggles/pressures and how we respond to them. Literature can deepen our understanding of our world – societal issues and the impact they have on society.
Students will know: Lap 1: How literature deepens our understanding of ourselves ● What internal struggles/pressures are the characters facing [e.g. due to beliefs, values, expectations, biases, etc.]? ● How do they respond to those struggles/pressures? Lap 2: How literature deepens our understanding of our world ● What [real-life] issues are presented/represented in the world of the book? ● What are the outcomes [positive and/or negative] of those issues? Lap 3: The elements of an editorial ● Developing a claim ● Providing background on the issue ● Supporting the argument [reasons & evidence]	**Students will be able to:** Lap 1: Through mentor texts, MP4 Book Club Mind Maps, MP4 Book Club Discussions, and MP4 Book Club Assessment…. ● Analyze the internal struggles characters experience ● Analyze how characters respond to their internal struggles Lap 2: Through mentor texts, MP4 Book Club Mind Maps, MP4 Book Club Discussions, and MP4 Book Club Assessment…. ● Recognize connections between literature and real-world issues ● Analyze the impact of those issues on the storyline [and, by extension, our world] Lap 3: Compose an editorial outline pertaining to MP4 Book Club text, including… ● Selecting an approach/claim ● Providing background on the issue ● Supporting the argument [reasons & evidence]

Stage 2 Assessment Evidence
Summative Assessments: MP4 Book Club Major Assessment *Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools*
Formative Assessments: Minor Assessments: MP4 Book Club Discussions

Independent Assessments: MP4 Book Club Mind Maps, Online Skills Practice [e.g. IReady]

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Common Benchmark Assessments:

On-Demand Writing Assessment

IReady Diagnostic

Alternative Assessments: Students can elect to demonstrate book club reflections in a creative format [e.g. connecting characters' internal conflicts w/ songs, poems, etc.; connecting characters' external struggles to current nonfiction articles] in lieu of traditional Mind Maps [quote & reflection].

Stage 3 Learning Plan			
Standard	*Skill*	*Learning Activities & Differentiation* *(Asian American & Pacific Islanders,* *LGBTQ and People with Disabilites,* *Diversity, Equity & Inclusion [DEI], G&T, ELL)*	*Timeframe* Estimated Number of Blocks
Literary Study - How Literature Reflects Ourselves/Our World			
RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.10, W.8.6, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d	Lap 1: How literature deepens our understanding of ourselves ● What internal struggles/pressures are the characters facing [e.g. due to beliefs, values, expectations, biases, etc.]? ● How do they respond to those struggles/pressures?	● MP4 Book Club Mind Maps [Round 1] ● MP4 Book Club Discussions [Round 1] ● MP4 Book Club Assessment Note: ● MP4 Book Club texts reflect diverse stories [e.g. LGBQT, DEI, People w/ Disabilities] ● Advanced students are expected to maintain a rigorous schedule [that they create] to finish MP4 Book Club text within 3-4 weeks.	5
RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.10, W.8.6, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d	Lap 2: How literature deepens our understanding of our world ● What [real-life] issues are presented/represented in the world of the book? ● What are the outcomes [positive and/or negative] of those issues?	● Mini-Lesson Mentor Text Responses ● MP4 Book Club Mind Maps [Round 2] ● MP4 Book Club Discussions [Round 2] ● MP4 Book Club Assessment Note: ● MP4 Book Club texts reflect diverse stories [e.g. LGBQT, DEI, People w/ Disabilities] ● Advanced students are expected to maintain a rigorous schedule [that they create] to finish MP1 Book Club text within 3-4 weeks.	5

RL.8.1, RL.8.2, RL.8.10, W.8.4, W.8.6, W.8.10, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d	Lap 3: The elements of an editorial ● Developing a claim ● Providing background on the issue ● Supporting the argument [reasons & evidence]	● Mini-Lesson Mentor Text Responses ● MP4 Book Club Assessment Outline ● MP4 Book Club Discussions [Round 3] ● MP4 Book Club Assessment Note: ● MP4 Book Club texts reflect diverse stories [e.g. LGBQT, DEI, People w/ Disabilities] ● Advanced students are expected to maintain a rigorous schedule [that they create] to finish MP1 Book Club text within 3 weeks.	10

Core Instructional & Supplemental Materials
(including various levels of texts)

Texts/Resources	Notes
Mentor Texts: ● Ian ● A Monster Calls, The Boy and the Gorilla, or The Heart in the Bottle ● The Day You Begin ● Milo Imagines the World ● The Only Way is Badger ● A Long Walk to Water ● Migrants ● The Lorax ● Current articles relevant to real issues reflected in MP4 Book Club texts MP4 Book Club Texts ● Dry ● The Hate U Give ● How to Disappear ● Legend ● This Mortal Coil ● Refugee ● Scythe ● Skyhunter ● Unwind	Mentor/Assigned texts may vary by year based on relevancy, student interest, and student needs.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
- *Use of assisted technology*
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
- Use of prompts
  - *Anchor Charts are structured as questions to guide students' thinking while reading*
- Modification of content and student products
  - *Reading conferences conducted to gauge how to support/push students as readers/writers*
- Testing accommodations
  - *Given as per 504/IEP Plans*
- Authentic assessments
  - *MP4 Book Club Discussions*

Specific Strategies and Practices that Support Gifted & Talented Students:
- Inquiry-based instruction
  - *MP4 Book Club [Exploring real-world issues reflected in book club texts]*
- Independent study
  - *MP4 Book Club [Students chose/form groups based on book club text]*
- Higher-order thinking skills
  - *Literary Study - Reflecting on literature deepens our understanding of ourselves/our world*
- Interest-based content
  - *MP4 Book Club [Students choose books]*

Specific Strategies and Practices that Support English Language Learners:
- Visual learning, including graphic organizers
  - *Electronic Anchor Charts*
  - *Electronic Reader's Notebook*
  - *YoTeachApp*
  - *Video-Based Mentor Texts*
- Teacher modeling
  - *Teacher will model, via mentor texts, how to draw connections between literature and ourselves/our world*
  - *Teacher will provide examples of reflecting in reader's conferences.*
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - *N/A*
- Scaffolding
  - *Mini-Lessons/Mentor texts provided to demonstrate unit skills*
  - *Reader's conferences utilized to work with students one-on-one on their specific reading needs*
  - *Large tasks [e.g. MP4 Book Club Reading Schedule] broken up into manageable chunks*
- Sentence frames
  - *Leading in to quotes*
- Think-pair-share
  - *Discussions about mentor texts during mini-lessons*

- - ○ *MP4 Book Club Discussions*
  - Cooperative learning groups
    - ○ *MP4 Book Club*

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results
Unit Title #9: An Exploration of Argument
Unit Summary: In this unit, students will learn how to create and present well-developed arguments on complex topics of their choosing.
Unit Learning Targets

NJSLS Standards:

RI.8.10 By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.D Establish and maintain a formal style.

W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Interdisciplinary Connections
Reading:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing:

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

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.

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

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

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

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

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

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

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

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

Computer Science & Design Thinking *(CS & DT)*:
8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

NJSLS Social Stuides 2020

6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Climate Change: Climate change [and related issues] may be a topic students focus on for their summative assessment.

Amistad: N/A

Unit Essential Questions:	Unit Enduring Understandings:
What is the purpose of the argument genre? What elements and 'moves' characterize argument writing?	The argument genre encourages the development of many essential skills – understanding the nuances of complex issues; taking a view on those issues; and using facts and information to justify that view. A strong argument involves a clear and thoughtful claim; reasons to support the claim; relevant and sufficient evidence to support the reasons/claim; the integration of counterclaims and logos, ethos, and pathos; and a medium that effectively engages the audience in the argument [e.g. writing, debate, PSA].
Students will know:	**Students will be able to:**

Lap 1: How to develop a strong argument by…
- Developing claim & reasons [based on personal view]
- Developing counterclaim [based on personal view]
- Providing evidence [based on personal view]
- Using logos, ethos, pathos [based on personal view]

Lap 2: How to use research to develop a strong argument by…
- Selecting credible sources
- Extracting relevant information from sources
- Paraphrasing research
- Developing claim & reasons [based on research]
- Develop counterclaim [based on research]
- Providing evidence [based on research]
- Using logos, ethos, pathos [based on research]

Lap 3: How to use speaking/technology skills to present research by…
- Applying current tech tools
- Considering organization/design [e.g. Visual tools, Audio tools]
- Applying effective speaking skills

Throughout: Independent Reading

Lap 1: Through Writer's Notebook entries, practice…
- Developing a claim with reasons
- Acknowledging and refuting opposing claims
- Providing evidence to support reasons/claim
- Using logos, ethos, and pathos to enhance argument

Lap 2: Through Argument Presentation…
- Explore and select sources via online search engines/databases
- Collect information from sources that provide a wide range of information on the topic and help support reasons/claim
- Paraphrase research
- Establish a clear claim and supporting reasons for the claim
- Acknowledge and refute opposing claim
- Provide relevant and sufficient evidence to support reasons and claim
- Incorporate logos, ethos, and pathos to enhance argument

Lap 3: Through Argument Presentation…
- Use technology [e.g. Adobe Creative Cloud, Google Slides] to present argument
- Use visual tools [e.g. images, transitions, color scheme] and audio tools [e.g. music] to engage audience in presentation of argument
- Use speaking skills [e.g. volume, tone] to effectively delivery argument

Throughout: Apply independent reading skills developed in previous units while reading independent novels in MP4.

Stage 2 Assessment Evidence

Summative Assessments:

Argument Presentation [e.g. PSA, Debate]

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools

Formative Assessments:

Minor Assessments: On-Demand Writing Assessment, NJSLA RST Practice

Independent Assessments: Writer's Notebook Entries, Online Skills Practice [e.g. IReady]

Note: Assessments may be adjusted based on best practices, student needs, pacing of curriculum, and/or new school-implemented tools.

Common Benchmark Assessments:

On-Demand Writing Assessment

IReady Diagnostic

Alternative Assessments: Students will have the option of choosing which Writer's Notebook entries to submit for scoring [e.g. 2 out of 4 entries].

Stage 3 Learning Plan			
Standard	*Skill*	*Learning Activities & Differentiation* *(Asian American & Pacific Islanders,* *LGBTQ and People with Disabilites,* *Diversity, Equity & Inclusion [DEI], G&T, ELL)*	*Timeframe* Estimated Number of Blocks
An Exploration of Argument			
	Lap 1: How to develop a strong argument by… ● Developing claim & reasons [based on personal view] ● Developing counterclaim [based on personal view] ● Providing evidence [based on personal view] ● Using logos, ethos, pathos [based on personal view]	Writer's Notebook Entries	4
	Lap 2: How to use research to develop a strong argument by… ● Selecting credible sources	On-Demand Writing Assessment NJSLA RST Outline Argument Presentation [Preparation & Reflection] Note:	8

		● Extracting relevant information from sources ● Paraphrasing research ● Developing claim & reasons [based on research] ● Develop counterclaim [based on research] ● Providing evidence [based on research]	● Students have the option of exploring a number of issues for their Argument Presentation [including ones pertaining to race, gender, LGBTQ, people w/ disabilities, and economics]. ● Through the Argument Presentation task, Advanced students will be challenged to engage in the full research process; explore complex issues/events; and incorporate technology/presentation skills in order to present their research to an audience.	
		Lap 3: How to use speaking/technology skills to present research by… ● Applying current tech tools ● Considering organization/design [e.g. Visual tools, Audio tools] ● Applying effective speaking skills	Argument Presentation [Creation & Presentation] Note: ● See note in 'Lap 2' row	8
		Throughout: Independent Reading	Independent Reading Independent Reading Conferences Independent Reading Assessment	Throughout unit

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*

Mentor Texts:
● The Wrong Way to Think about California Water
● 2 Articles on Gun Control Debate
  ○ The Case for Banning Guns
  ○ The Case Against Banning Guns
● Current product advertisements [e.g. National Highway Traffic Safety Administration, PETA, Vitamin Water, etc.]
● Recent political campaign PSAs [e.g. Congress, President, Voting]
● Model debates [e.g. Great Debaters clips]
● Student-created PSAa [from Unit 4]
 	
Research Sources [for Argument Presentation]
 	
Independent Novels
	Mentor/Assigned texts may vary by year based on relevancy, student interest, and student needs.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
- *Use of assisted technology*
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
  - *Assessment mediums [PSA]*
- Use of prompts
  - *On-Demand Writing Assessment*
  - *NJSLA RST Outline*
- Modification of content and student products
  - *Reader's/Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
- Testing accommodations
  - *Given as per 504/IEP Plans*
- Authentic assessments
  - *Argument Presentation [focuses on current issues & modern presentation mediums*

Specific Strategies and Practices that Support Gifted & Talented Students:
- Inquiry-based instruction
  - *Argument Presentation [Requires engaging in full research process & researching current issues]*
- Independent study
  - *Independent reading*
  - *Argument Presentation*
- Higher-order thinking skills
  - *Engaging in a full research process [Evaluating sources, Extracting information, Paraphrasing/Synthesizing research, Using technology to present research, etc.]*
  - *Considering multiple perspectives on complex issues and establishing a strong, cohesive claim on that issue*
- Interest-based content
  - *Argument Presentation [Students select a current issue that they are passionate about]*

Specific Strategies and Practices that Support English Language Learners:
- Visual learning, including graphic organizers
  - *Electronic Anchor Charts*
  - *Electronic Writer's Notebook*
  - *Outline templates*
  - *Assessment mediums [PSA]*
- Teacher modeling
  - *Teacher will provide guidelines/models of each step of the Argument Presentation process*
  - *Teacher will provide examples of reflecting & writing in reader's/writer's conferences.*
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - *N/A*
- Scaffolding
  - *Mini-Lessons/Mentor texts provided to demonstrate unit skills*
  - *Reader's/Writer's conferences utilized to work with students one-on-one on their specific reading/writing needs*
  - *Large tasks [e.g. Argument Presentation] broken up into manageable chunks*

- Sentence frames
  - *Transition Words*
  - *Leading in to quotes*
- Think-pair-share
  - *Writer's Notebook Entries [Brainstorming/Sharing entries]*
  - *PSA Reflections*
- Cooperative learning groups
  - *Argument Presentation*

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns