Unit 2: What Matters

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8

Unit 2: What Matters

Belleville Board of Education

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Unit Overview

In this unit, we explore works of fiction, historical fiction, and informational texts for the argumentative essay/speech. Students will continue to review theme, character analysis, and plot development in order to connect the text to their lives. Students will develop their literary skills by continuing to cite textual evidence within their writing. Furthermore, they will examine various types of text structure in order to identify and explain characteristics of various literary genres.

In addition, students may read works of historical fiction and discuss how author's perspectives might produce accounts of historical events that differ from what we know happened. Students work collaboratively to reconcile different author's points of view and discuss why these differences occur.

This unit ends with an argumentative essay in response to the essential question. After completing this unit, students will transfer to real life how to generate argumentative topics, state, and support claims, develop counterarguments, and provide conclusions that support arguments.

Enduring Understanding

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should "revisit" over the course of their lifetimes in relationship to the content area.

- Environment plays an important role in everyday lives.
- Ordinary people can do extraordinary things.
- All individuals can strive to make their community a better place.
- All individuals can make a difference and help make the world a better place.
- Everyday heroes in works of literature can face challenges and persevere.
- Historical and cultural fiction may contain factual events and people, but the main characters tend to be fictional.
- Author's point of view is critical in historical and cultural fiction.
- Great literature is intentionally crafted to explore enduring human themes transferable across time and place.
- We can learn about ourselves through the analysis of lyrics and media.
- The realization that actions have consequences
- Focus on point of view and perspective

Essential Questions

Essential Questions are questions that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

Essential Questions for this unit are:

- How do environment and setting play important roles in the text that we read?
- What characteristics define an extraordinary person/character?
- How can a person's decisions or actions change his or her life?
- Why do we learn history through literature?
- How does reading influence the way we face future challenges?
- How do real life challenges enhance who we are?

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

By the end of Unit 2 8th grade ELA General and Inclusion Students should be able to:

- Continue to expand and apply knowledge of vocabulary - synonyms, antonyms, root words, etc.
- Continue to expand and retell multiple of words including figurative and connotative meanings
- Continue to expand and apply dictionary, thesaurus, and research skills
- Expand and apply knowledge of specialized vocabulary used in informational text and nonfiction text (biography, autobiography, speeches, primary source documents)
- Read various works of fiction to identify text structure, text features, and author's purpose
- Identify and use literary terminology
- Develop and utilize reading strategies to improve comprehension of grade level text
- Cite textual evidence that supports analysis of the text
- Compare and contrast the structure of two or more texts and to analyze how their differing structures contribute to meaning and style
- Use formal and informal language appropriately
- Employ all phases of process writing
- Select appropriate audience and purpose for all writing
- Practice timed writing for the argumentative essay writing and short constructed/ open-ended responses to text and prompts
- How to formulate an effective argument and how to form an opinion based on multiple sources/research
- How to back up opinions and ideas with strong evidence and sound reasoning, found on line, in

libraries, in databases, and other trusted sources
- Practice timed writing for argumentative essay writing and short constructed/ open-ended responses to text and prompts
- Transfer the knowledge of argument into other disciplines and the outside world as a whole
- Recognize and use proper sentence structure; vary sentence structure
- Use transitions in essay writing with logical sequence
- Use supporting details and text evidence to support the thesis in an argumentative essay
- Recognize and use proper sentence structure; vary sentence structure
- Use transitions in essay writing with logical sequence
- Use supporting details to support the main idea in essays
- Listen and contribute appropriately to whole class discussion, small group discussion, and partnered pair discussion
- Analyze and evaluate the purpose of information presented in diverse media and formats

New Jersey Student Learning Standards (NJSLS-S)

The *My Perspectives* text lists all the Reading and Writing Standards for every text, essay prompt, and video component on pages T48-T59 in the teacher's manual.

Please find below a list of 2016 New Jersey Student Learning Standards for English Language Arts (as most current) required by the required benchmark, Unit #2:

LA.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.
LA.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.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.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.
LA.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.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.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.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-

	complexity or above, with scaffolding as needed.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.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.
LA.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.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	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.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.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.
LA.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.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Interdisciplinary Connections

- Social Studies
- Current Events

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an

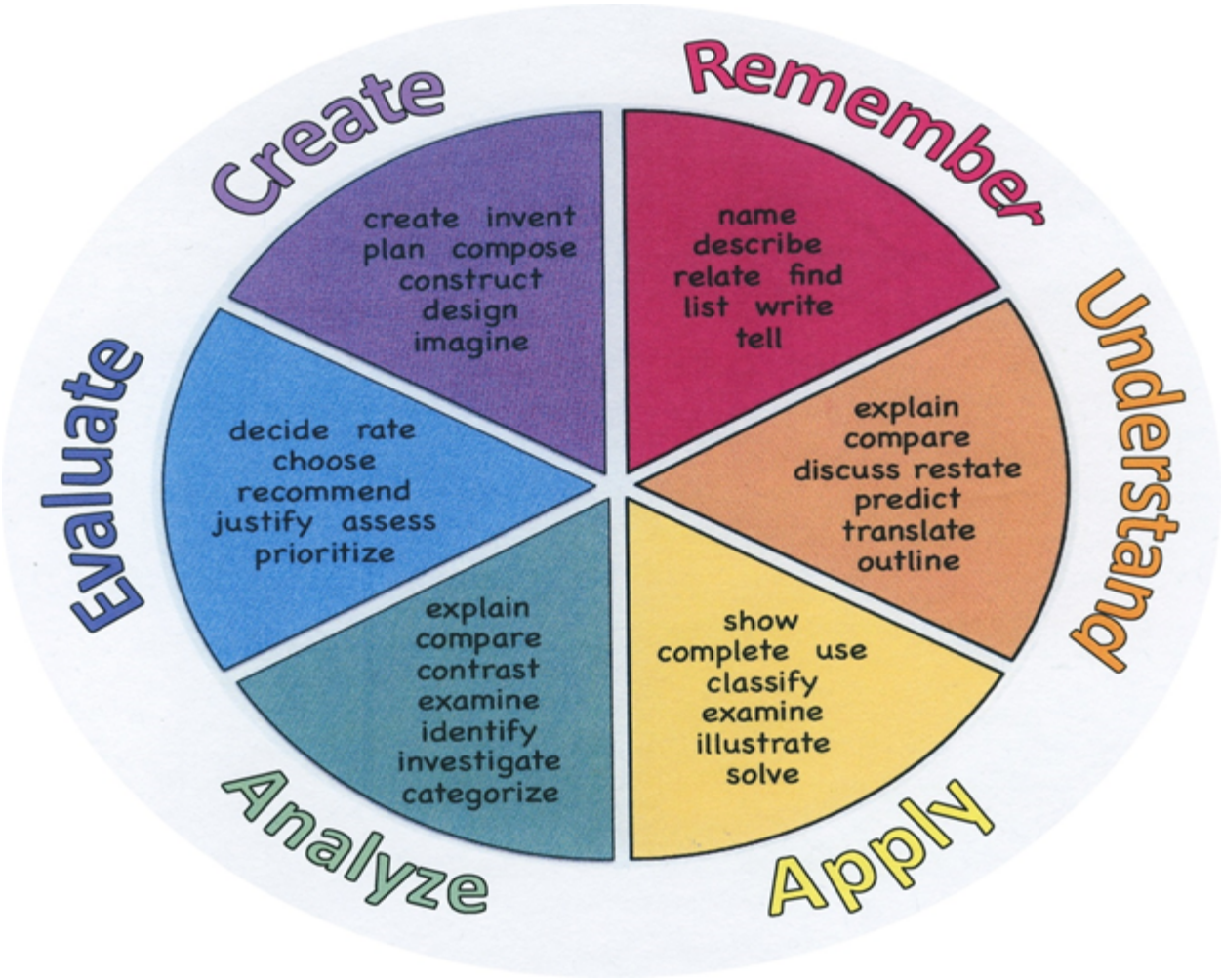
	accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.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.

Learning Objectives

Students will be able to:

- Describe and assess grade-level text and apply various comprehension skills/strategies
- Understand and retell fictional text and its literary elements and text features
- Identify textual evidence and incorporate text to defend the point of view.
- Create products that enhance literary strategies/devices in an argumentative essay.
- Develop strategy of connecting to understand setting and motivation of a historical figure
- Pose question that elicits elaboration and contributes to class discussion and acknowledges new viewpoints
- Recognize and analyze the impact of word choice on meaning and tone
- Use facts, definitions, details, quotations, etc to develop topic
- Use appropriate transition words
- Analyze literary works by writing essays
- Respond critically to various writing prompts/exercises
- Locate the meaning/usage of song lyric text in a media clip/video and analyze
- Independently complete problem based learning units based on learning objectives related to the benchmark
- Construct examples of argumentative essays by using well-constructed, mechanically sound structure
- Identify & define the necessary components of a basic argument
- Construct a basic argument based on textual evidence, clues, multiple research examples, and documentation
- Develop text marking and annotating strategies while active reading and researching
- Distinguish between a simple assertion and a complete argument
- Formulate a well-constructed argumentative essay
- Transfer the knowledge of argument into other courses, and the outside world as a whole
- Analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot)
- Summarize narrative or nonfiction text
- Construct literary analysis in response to close readings that are both informational and literary
- Independently complete problem based learning units based on learning objectives related to the benchmark

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

The suggested activities listed below can be found within the My Perspective textbook on page 255 of the teacher's edition; however, one of the main focal points of this unit is the whole class novel, *Nothing But The Truth* by Avi.

Whole Class Learning:

- Nothing But the Truth by Avi
  - Reader's Theater to read the novel aloud and by assigning roles dring class.
  - Researching various academic court cases that involve students vs. school dsitricts.
  - Discussing, reviewing and analyzing various points of view and perspectives.

- Barrington Irving, Pilot and Educator, by National Geographic

- Anchor Texts: Opinion Pieces
  - Three Cheers for the Nany State, by Sarah Conly
  - Ban the Ban!, by Sidney Anna Stone

- Soda's the Problem but..., by Karin Klein

Suggested activity:
The Whole-Class reading of Nothing But the Truth by Avi discusses six themes: point of view, telling the truth, respect for authority, listening, personal and civil/ human rights, and patriotism. After reading, you will construct an argumentative essay that assigns responsibilites for the injustices that occurred in Nothing But the Truth. Use Pearson Realize's writing tool for essay writing and feedback or Google Docs shared with classmates and teacher.

Small Group Learning:

- Words DO Not Pay, by Chief Joseph
- from Follow the Rabbit- Proof Fence, by Doris Pilkington
- The Moth Presents: Aleeza Kazmi

Suggested activity: Perform a close read of the text using accessible leveled text for small, differentiated groups to best understand the complexity of "Words DO Not Pay". Complete text dependent questions and construct formal open-ended questions/ answers using the RACER rubric and format.

Challenge: Think of a recent event in their lives that they found interesting or exciting and write a few sentences about the event in a matter-of-fact way and then with descriptive lively words. (from Follow the Rabbit-Proof Fence). Analyze how the author's use of description reveals his or her point of view and creates a specific mood, or emotional atmosphere, in the excerpt. Note words or phrases from the text that support your analysis. Use the chart to capture your observations. Cite textual evidence to support your answers.

Independent Learning:

- from Through My Eyes, by Ruby Bridges
- The Unknown Citizen, by W. H. Auden
- Harriet Tubman Conductor of the Underground Railroad, by Ann Petr

Suggested activity: Skim, predict, and use KWL to help the understanding of reading nonfiction, or fiction text independently.

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for closure, below is a suggested varied list of means used to access students' learning:

Suggested activities and best practices related to this unit:

Formative Assessment:

Quiz for Harriet Tubman: Conductor of the Underground Railroad

Anticipatory Guide for *Nothing But the Truth*

Explaining for "The Moth Presents: Aleeza Kazmi" (meda/ video) - choosing a section of the video you found most interesting and/ or powerful. Explain what you noticed, what questions it raised for yu, and what conclusions you drew from the text.

Summative Assessment:

Written assignment to analyze the text and made connections to current events

Alternative Assessment:

Open book final exams

Partner exams

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Newspaper Headline

- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

The following resources are located within the district in either textbook or work text. Additional themed resources are listed, but not available in the district.

- Textbook: *My Perspectives English Language Arts*, Grade 8 - Pearson

Novels:

- *Nothing But The Truth* by Avi

Ancillary Resources

- Scholastic SCOPE Magazine - monthly subscription
- NEWSELA
- CommonLit

Suggested Trade Books:

- *Nothing But The Truth* by Avi
- *Roll of Thunder Hear My Cry* by Mildred Taylor
- *Does My Head Look Big in This?* by Randa Abdel-Fattah

- *Farewell to Manzanar* by Jeanne Wakatuski Houston

Suggested informational text:

- *Scholastic Scope articles/debates*

Suggested lessons to teach the argumentative structure/essay:

- The Trial of Sponge Bob Square Pants
- The Case of Slip or Trip
- Persuasive Speeches
- Presidential Speeches - Donald Trump vs. others
- Articles/Debates from Scholastic Scope

Technology Infusion

What technology can be used in this unit to enhance learning? Some sites, apps., and programs are listed below, but not limited to:

Suggested activities and best practices:

Use of Pearson Realize online for writing tool with feedback (Argumentative and Open-ended writing)

Use of Google Classroom for Formative Assessment with all readings (using Google Forms)

Use of Blog Journaling from character's perceptions before/ during/ after reading the documentary novel *Nothing But the Truth*

Understand:

- Google Classroom - Google Suite for Education
- Word Processing/ Typing essays
- Microsoft Office Suite where applicable
- Apple iWorks Suite where applicable
- Edmodo - Education social networking
- Blog Journaling
- Padlet - a digital platform for class discussions and debriefings

Apply:

- Story telling - Comic Life
- Movie Making
- GarageBand

Analyze:

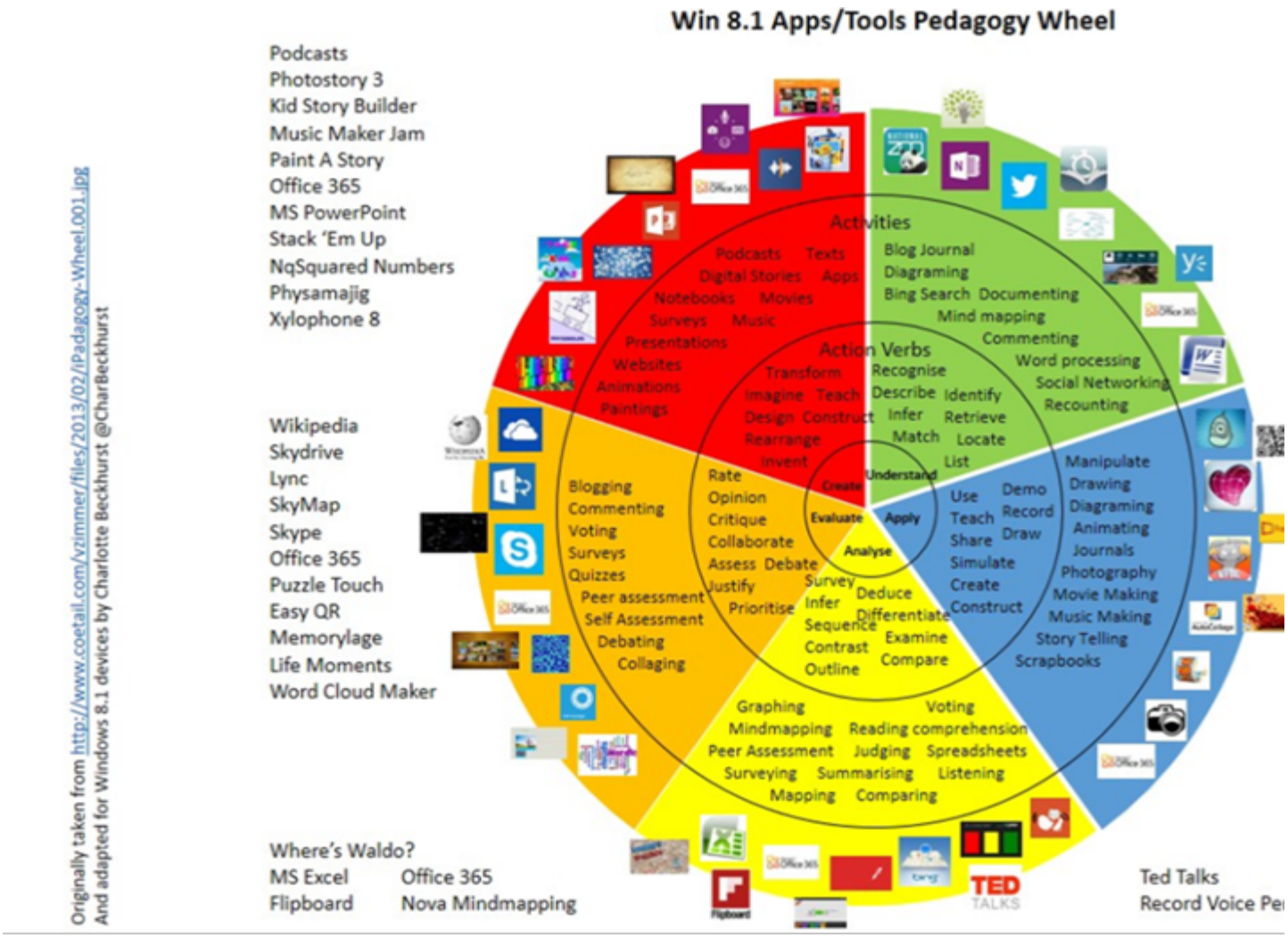
- Google Forms
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- PearDeck
- Pic Collage
- Online quizzes in Google Forms
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)
- Kahoot!
- Quizizz

Create:

- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts including reading
- Social Studies, including American History, World History, Geography, Government and Civics
- Technology
- Visual and Performing Arts

CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of

	problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

21st Century Skills/Interdisciplinary Themes

Please find a list of the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit:

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Please find a list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational **Differentiation** in a lesson lies within content, process, and/or product. Please find a list below of the ones that are suggested to be employed in this unit.

Specific activities related to Unit 2 are:

- Study guides related to Formative Assessment readings from text readings, such as "Harriet Tubman", "Words Do Not Pay", "The Moth Presents"
- Highlight text evidence and vocabulary reading *Nothing But the Truth*

- Use of multiple paired text for Hi-Prep differentiation from Newsela while reading *Nothing But the Truth*

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes

- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please find a list of **Special Education Learning** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 2 are:

- Extended time on all Google Form formative assessments ("Harriet Tubman", "Words Do Not Pay", "The Moth Presents", etc.)
- Use of highlighted text tool while using Newsela - color code for what you understand and what you would like further clarification on
- Use of open-book resources when taking formative assessments on readings
- Preferential seating for students who need based on academic or behavior deficits for all readings. Choice roles for character readings for all learners.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding

- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please find a list of the **English Language Learning** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 2 are:

- Provide study guides and/ or note cards and open-book assessments for all texts (Nothing But the Truth, "Harriet Tubman", "The Moth", etc.)
- Using "Grammarly" or other techology program to help correct spelling and/ or mechanics while writing
- Create project-based-learning for a visual connection to all readings (Example: poster board or one-pager for any reading)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards,

charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please find a list of **Intervention Strategies** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 2 are:

- Review objectives and construct a learning contract discussing consequences for all readings, in all marking periods. Continue to monitor and allow choice of text to keep high interest.
- Tutoring or paired with peers who can assist in keeping focus on all studies - applies to all readings and work in Unit 2
- Create problem-based-learning for a real-life authentic connection to all readings

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please find a list of **Talented and Gifted** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 2 are:

- Higher level thinking and problem solving questions, created by students for students (all readings)
- Partnered by skill for essay writing - all applicable readings in this Unit
- Find authentic articles to pair with this conflict in Nothing But the Truth, allowing for advanced problem solving to the overarching dilemma

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: What Matters - Unit 2

NJSLS: LA RI 8.1, 8.4, 8.6, 8.8

Interdisciplinary Connection: Civic responsibility/ Social Studies/ technological literacy

Statement of Objective: In their heterogeneous groups, students will argue persuasively using evidence to build a case for or against Sponge Bob's guilt or innocence for the in-class trial. They will also organize evidence into a logical sequence to lead their audience to the desired conclusion and vocalize what a piece of evidence proves and how it helps them establish their argument. Success will be demonstrated when 100% of the students present their case using at least 4 pieces of evidence provided and explain their validity and write an argumentative essay that follows the required graphic organizer/ format.

Anticipatory Set/Do Now: Write down any facts you know about our law system – who are the major players involved, what it is intended to do, etc. (use for a KWL before we integrate thoughts for class continuation of the SpongeBob trial)

Learning Activity:
Review the SpongeBob case to the class - continue. Work in small, heterogeneous groups:

- Students to continue working on their arguments, to assign parts for the presentation, and to decide which group member will present the closing statement.
- Plan on about five to eight minutes for each group to present their arguments. Alternate between prosecution and defense teams. (start at the end of today's class period)
- When students are presenting, make sure they read each piece of evidence they are using rather than just reading off the list of numbers - helps to follow their reasoning better.
- After all groups have presented, open a class discussion by asking students what they thought the strongest arguments were.

Student Assessment/CFU's:

Observation - conference with students throughout

ABC Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the case of SpongeBob. Write all on the board at the close of the period (stop 10 minutes before end of class to do this CFU)

Materials:
Graphic Organizer for Argumentative writing
The Trial of SpongeBob Squarepants - evidence sheet and worksheet - handouts

Differentiation:
Read directions aloud, written and verbal directions
Allow extra time in groups
Peer to peer assistance

Integration of Technology:

- Smart Board
- Sponge Bob Prezi