Unit 1: Rites of Passage

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8

Unit 1: Rites of Passage

Belleville Board of Education

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Unit Overview

Exploring our personal identity is not an easy process, and it can be especially challenging for young people as many try to define who they are. In an effort to learn about themselves, students will explore several elements of narrative text, and how character interaction defines a person's makeup. Students will continue to work on citing textual evidence that reveals the many facets of character, the setting, and analyze the effect of the setting on individuals and events. The theme in this unit focuses on identity and self-exploration. This unit ends with a narrative essay (emphasis on non-fiction) and an oral presentation in response to the essential question(s).

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.

- We learn things about ourselves through narrative writing and reading characters in literature.
- We should respect all races and cultures and it impacts our lives.
- Perseverance leads to accomplishment.
- Questioning our text assists in our understanding of what we read.
- Everyone can develop the qualities needed to persevere.
- Appreciate and learn from narrative text and its elements.
- Certain universal attributes lead to success.

Essential Questions

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

Essential Questions for this unit are:

- How can I learn about who I am?
- How can I be a change agent?
- What are some milestones on the path to growing up?
- What event changed your understanding of yourself, or that of someone you know?
- What rite of passage has had the most significant for you or for a person you know well?
- How can interaction with others help one learn compassion, respect, tolerance and responsibility?
- What lessons are we able to learn from the lives of others?

Exit Skills

By the end of Unit 1 8th grade ELA General and Inclusion Students should be able to:

- Expand and apply knowledge of vocabulary - synonyms, antonyms, root words, etc.
- Expand and retell multiple of words including figurative and connotative meanings
- Expand and apply dictionary, thesaurus, research skills
- Expand and apply knowledge of specialized vocabulary used in various literary genres
- Read various genres such as novels, essays, short stories, personal narratives - to identify elements, characteristics, and point of view in each
- Identify and use literary terminology
- Determine theme or central idea of a text and analyze its development over the course of the text
- Develop and utilize reading strategies to improve comprehension on 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
- Demonstrate proficiency in narrative essay writing - story and description
- Practice timed writing for narrative essay writing and short constructed/ open-ended responses to text and prompts
- 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 during 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 first required benchmark, Unit #1:

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

LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.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.
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.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation 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.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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.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
- Psychology

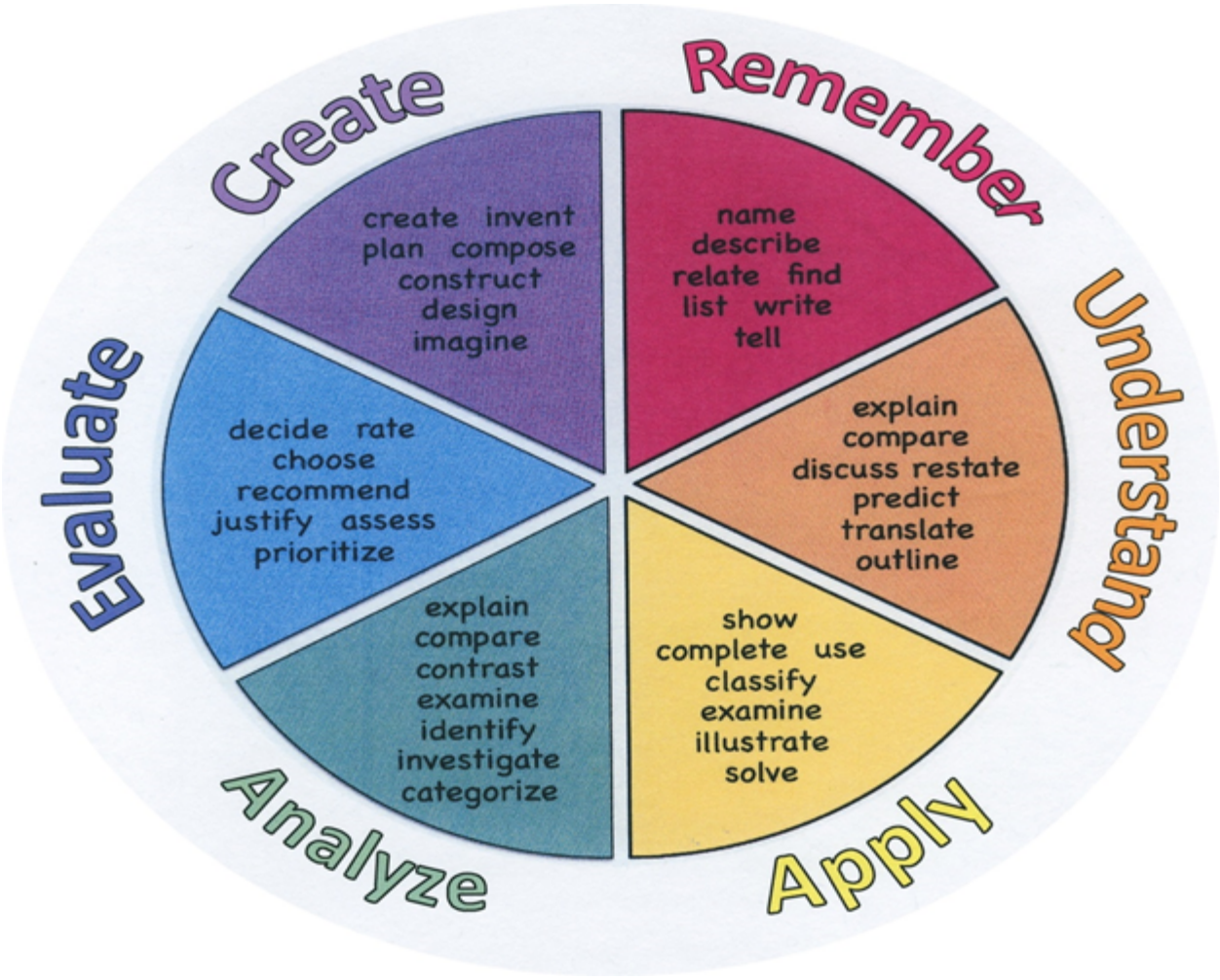
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.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.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.

Learning Objectives

Students will be able to:

- Compare and contrast narrative and informational text and their literary elements.
- Determine point of view, tone/ mood, and author's style.
- Define the qualities of round and flat characters and all characterization throughout.
- Analyze the ways in which the structure of a work affects how the setting is conveyed.
- Identify textual evidence, especially as it relates to characterization.
- Incorporate text to defend point of view
- Examine the relationship between characterization techniques and the development of theme in a story.
- Create products that enhance literary strategies/devices in narrative text.
- Cite evidence from complex text to support conclusions and respond to text-dependent questions
- Construct literary analysis in response to close readings that are both informational and literary
- Construct examples of narrative essays: narrative descriptive and narrative story writing, by using well-constructed, mechanically sound structure.
- 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 3 of the teacher's edition.

Whole Class Learning:

- The Medicine Bag, by Virginia Driving Hawk Sneve
- Apache's Rite of Passage, National Geographic

Suggested activity: The Whole-Class reading and video describe some traditional rites of passage. After reading and viewing, you will **write a nonfiction narrative** in which you relate an experience that you or someone you know had that might be considered a rite of passage. Use Pearson Realize's writing tool for essay writing and feedback.

Small Group Learning:

- Just Be Yourself, by Stephanie Pellegrin

Suggested activity: Perform a close read of the text where students brainstorm about the events and activitites that are important in our own lives.

Challenge: Students can write their own letter in which they give advice to their younger selves. Begin by thinking about an experience that was very important to them when they were younger. Consider: how they handled the experience at that time vs. how they would handle it now. Address the younger self as "you", and write a standard friendly letter.

Independent Learning:

- Quinceanera Birth Bash Preserves Tradition, Marks Passage to Womanhood by Natalie St. John

Suggested activity: Skim, predict, and use KWL to help the understanding of reading this nonfiction 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:

Google Form Quiz for "The Medicine Man"

Anticipatory Guide for "The House on Mango Street"

Summative Assessment:

Question Stems for "War Party" - asking Bloom's Taxonomy related questions that promote critical thinking and high level questioning to show understanding of the text

Selection tests

Alternative Assessment:

Open book selection tests

Partner-test

- 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
- Unit review/Test prep
- Unit tests
- Web-Based Assessments

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 district.

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

Ancillary Resources

- Scholastic SCOPE Magazine - archived issues
- NEWSELA
- CommonLit

Resources from My Perspectives:

- Red Roses
- The Medicine Bag, by Virginia Driving Hawk Sneve
- Apache's Rite of Passage, National Geographic
- You Are the Electric Boogaloo, by Geoff Herbach
- Just Be Yourself, by Stephanie Pellegrin

The My Perspectives text also lists an array of Independent Learning Activities

Suggested readings from The Language of Literature text:

- Charles, by Shirley Jackson
- War Party, by Louie L' Amour
- The Treasure of Lemon Brown, by Walter Dean Myers
- The Monkey's Paw, by W.W. Jacobs
- The Tell Tale Heart, by Edgar Allan Poe
- from Harriet Tubman: Conductor on the Underground Railroad, by Ann Petry

Suggested Trade Books:

- Rules of the Road by Joan Bauer
- The House on Mango Street by Sandra Cisneros

Suggested informational text:

- Remembering September 11, by Pearson

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 (Narrative and Open-ended writing using Google

Docs)

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

Use of paired Newsela articles to connect fiction text to non-fiction (Example: compare life of Native Americans for reading of "The Medicine Bag".)

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 - For collaboration purposes as well as 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!

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, and Government and Civics
- Technology
- Arts

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term

	consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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 of **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 1 are:

- Study guides related to Formative Assessment readings from text readings, such as "The Medicine Bag", "War Party", "Monkey's Paw"
- Small group instruction to review character traits and analysis in "The Treasure of Lemon Brown"
- Preview vocabulary for "The Tell Tale Heart"

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 1 are:

- Extended time on all Google Form formative assessments ("The Medicine Bag", "War Party", "Monkey's Paw", 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 color coded RACER system, while constructing open-ended answers to questions
- Students paired with heterogeneous partners while doing required writing assignments

- 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 **English Language Learning** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 1 are:

- Provide study guides and open-book assessments for all texts ("The Medicine Bag", "War Party", "Monkey's Paw", etc.)
- Using "Grammarly" or other technology 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 that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 1 are:

- Provide study guides and open-book assessments for all texts ("The Medicine Bag", "War Party", "Monkey's Paw", etc.)
- Tutoring or paired with peers who can assist in keeping focus on all studies - applies to all readings and work in Unit 1
- 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 the **Talented and Gifted** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 1 are:

- Higher level thinking and problem solving questions, created by students for students ("The Medicine Bag", "War Party", "Monkey's Paw", etc.)
- Partnered by skill for essay writing - all applicable readings in this Unit
- Create an online blog and participate in all on The Tell Tale Heart, writing as the therapists diagnosing the patient

- 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: Narrative - Critical Thinking in Literature - Unit 1

NJSLS: LA. RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.10

LA. RL.6.1, SL 6.1A, SL 6.1B

Interdisciplinary Connection: Social Studies, Critical thinking

Statement of Objective:
Students will be able to actively engage, create, and collaborate so that they can analyze literature within a heterogeneous jigsaw activity. They will show mastery of text when they can collaborate in small groups to complete choice task cards detailing ten high-level critical thinking categories.
*Jigsaw teaching

Anticipatory Set/Do Now:
What have you learned from teaching each other so far? Suggestions? Thoughts?

Learning Activity:

- *After reading several selections of fiction text from Unit 1, your group mates and you will think critically using several categories that analyze our literature.*
- *You will be pre-assigned a small group after a jigsaw activity, as well as a larger group to "teach" to, as the now expert in your category.*
- *There are 10 categories that your small group may receive:*

- *Big Idea*
- *Details*
- *Unanswered Questions*
- *Language of the Discipline*
- *Across Disciplines*
- *Ethics*
- *Multiple Perspectives*
- *Patterns*
- *Rules*
- *Trends*
- *You and your small group must choose TWO of the eight task cards in your envelope.*
- *You will answer the critical questions and become an EXPERT in them and your category.After 30 minutes of time (dependent on how we are working), you will gather back with your large group.*
    - *As you are becoming an EXPERT, you must "teach" the rest of your group when you gather back together.*
    - *You have your choice of the following to "teach" your group:*
        - *Get a computer and make a Prezi answering your two questions*
        - *Use a computer to make a Google Slide*

        - *Get a large post-it! Note, where you will make your own anchor chart*
- *Your goal is to use what you have built to teach your group!*
    - *Your group will record their summary and thoughts of each "lesson" on their "Critical Thinking in Literature" worksheet.*

Your rubric for this assignment is as follows:

Please assess yourself as you navigate through the project!

Student Assessment/CFU's:
Class groups - critical thinking
Flexible grouping
Teacher observation
Exit card - use Peardeck "What is one thing you will take away from today's lesson? Reflect on the level of questioning and comment which category you connected with most."

Materials:
Text, Pearson Realize texts, Language of Literature text
Critical Thinking Task Cards
Critical Thinking Graphic Organizers and Recording Sheet
All previous text we have read:

- Charles
- War Party
- Red Roses
- The Medicine Bag
- Just be Yourself
- Electric Boogaloo
- Monkey's Paw

21st Century Themes and Skills:
See Link below

Differentiation:
- Directions are read aloud and rules reviewed

- Allow students to highlight key points and take notes, with partners

- Follow all 504/IEP modifications and accommodations.

- Heterogeneous Groups based on reading level assessment and PARCC
- Differentiation through choice, peer teaching, and learning style

Integration of Technology:

Google Classroom, use of all Google applications

Peardeck as CFU