Unit 2: What Matters

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8 H

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.
- The Accelerated classes will continue to conduct independent research projects, written as Problem-Based Learning Units: The Genius Hour and Be A Changemaker. These units were introduced at beginning of the year and continue as ongoing projects.
- 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

- 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

<u>Genius Hour and Independent Study:</u>

- Critical readers question the text, consider various perspectives, and look for author’s bias in order to think, live, and act differently.
- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Listening skills are critical for learning and understanding.

- We can all be a changemaker, as long as we have a growth mindset to do so.

Essential Questions

Essential Questions:

- 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 do real life challenges enhance who we are?
- How can we better understand a person's struggles through reading their words or listening to their music?

Genius Hour and Independent Study:

- How can we realize that we have the power to affect our community in some way?
- How can artistic expression advance social commentary?
- How does research contribute to the discovery of solutions?
- How can one person make a difference when encountering a social challenge?
- What is the value of self-reflection in preparing for one's future?
- What is a changemaker? How does one become one? What leadership qualities are needed to be a successful changemaker?

Exit Skills

By the end of Unit 2 8th grade ELA Accelerated 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

For Problem Based Learning Unit and Independent Study: Making a Difference with the Genius Hour:

Students will be able to…

- Cite the textual evidence/Make relevant connections that most strongly supports an analysis of what text say explicitly/inferences drawn from text
- Determine central idea of a text
- Analyze its development over course of text, including its relationship to supporting ideas
- Provide an objective summary
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events
- Determine the meaning of words/phrases as used in text, including figurative language, connotative, technical meanings
- Analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts
- Analyze the structure author uses
- Organize a specific paragraph
- Develop/refine a key concept
- Determine author's point of view in text
- Analyze how author acknowledges/responds to conflicting evidence/viewpoints
- Evaluate advantages/disadvantages of different mediums
- Present a particular topic/idea
- Delineate/evaluate argument/specific claim in text
- Assess reasoning is sound/evidence is relevant/sufficient
- Recognize irrelevant evidence is introduced
- Analyze on practical knowledge, historical/cultural context, and background Knowledge two or more texts
- Reflect on practical knowledge, historical/cultural context, and background knowledge of two or more texts
- Identify where texts disagree on matters of fact or interpretation
- Examine a topic
- Convey ideas, concepts, and information through selection, organization, and analysis of relevant content

- Introduce topic; organize ideas/concepts/information using text structures
- Develop topic with relevant/well-chosen facts; definitions; concrete details; quotations; other informations/details
- Use appropriate/varied transitions
- Use precise language/domain-specific vocabulary to inform/explain topic
- Establish/maintain formal/academic style/approach/form
- Produce clear/coherent writing in which development, organization, voice, style are appropriate to task, purpose, and audience.
- Develop/strengthen writing as needed by planning/revising/editing/rewriting/ trying a new approach;focusing on how well purpose/audience have been addressed
- Conduct short research projects to answer a question
- Draw on several sources
- Generate additional related, focused questions that allow for avenues of exploration
- Gather relevant information from multiple print/digital sources
- Use search terms effectively
- Assess credibility/accuracy of each source
- Quote/Paraphrase data and conclusions of others
- Avoid plagiarism
- Follow standard format for citation
- Engage effectively in one-on-one/group/teacher-led collaborative discussions
- Build on others' ideas
- Express own ideas clearly
- Reflect on ideas under discussion
- Follow rules of discussion/decision-making
- Track progress/pose questions/respond to others' questions/comments
- Acknowledge new information expressed
- Qualify/Justify own view in light of evidence presented
- Analyze purpose of information presented
- Evaluate motives behind its presentation
- Evaluate soundness of reasoning/relevance/sufficiency of evidence
- Identify when irrelevant evidence is introduced
- Present claims/findings/emphasizing salient points
- Use appropriate eye contact/volume
- Integrate multimedia/visual displays into presentations
- Adapt speech to variety of contexts/tasks demonstrating command of
- formal English when indicated or appropriate.
- Demonstrate command of conventions of standard English grammar and usage when writing or speaking
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

New Jersey Student Learning Standards (NJSLS-S)

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.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.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.)
LA.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 purpose and audience have been addressed.
LA.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.
LA.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.
LA.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.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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.
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.

Interdisciplinary Connections

SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to

	make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.

Learning Objectives

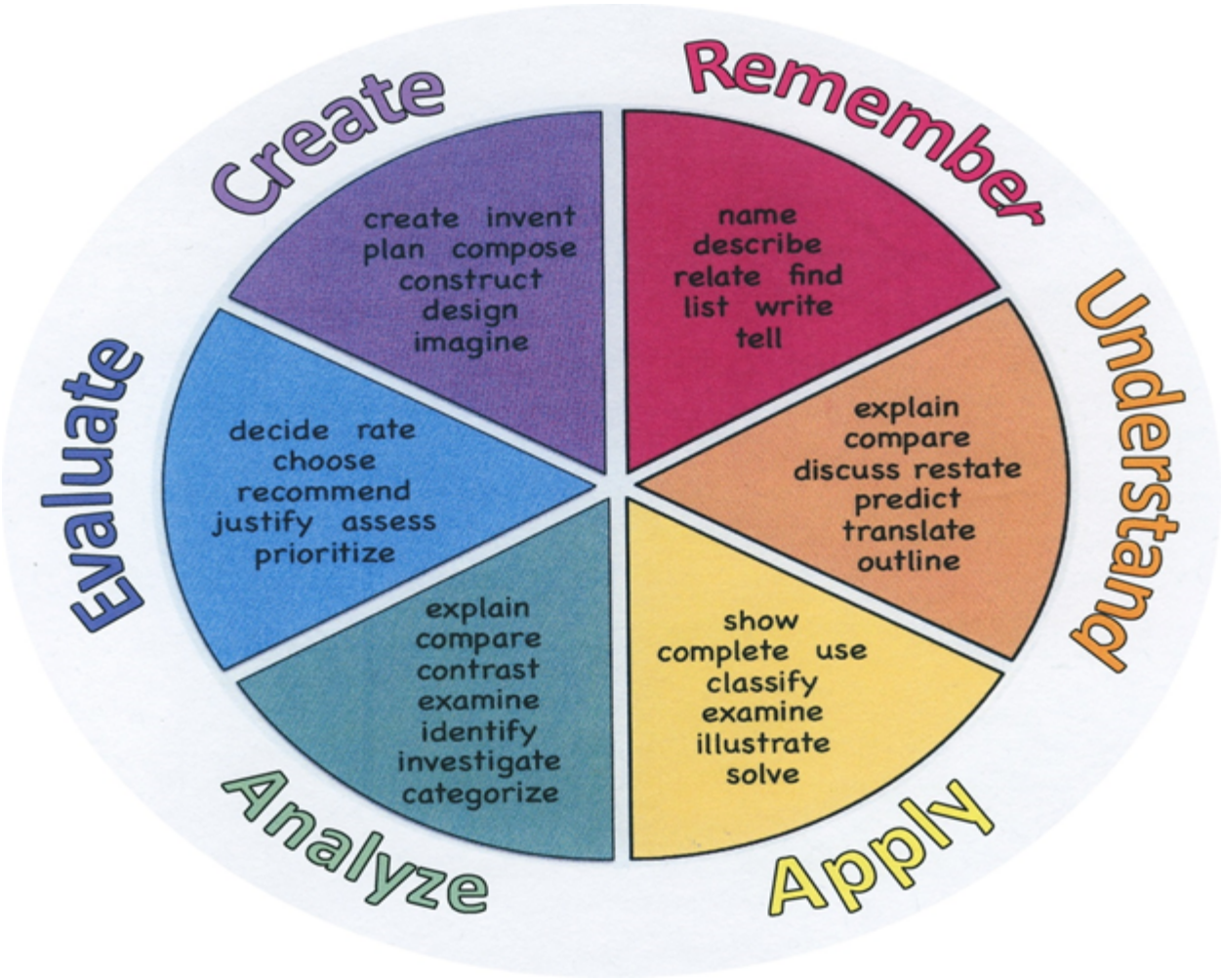
Students will be able to:

- 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

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

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 novel aloud assigning parts during class
  - Researching various academic court cases that involve students vs. school districts
  - Discussing, reviewing and analyzing various points of view and perspective
  - *A specific example of how to teach this text would be assigning parts daily, weekly, or every other day for reader's theater. Students can then openly discuss the various points of view being addressed and how not everyone tells the truth.*
- Barrington Irving, Pilot and Educator, by National Geographic

- Anchor Texts: Opinion Pieces
    - "Three Cheers for the Nanny State", by Sarah Conly
    - "Ban the Ban!", by Sidney Anna Stone
    - "Soda's the Problem but"..., by Karin Klein

Small Group Learning:

- "Words DO Not Pay", by Chief Joseph
- "from Follow the Rabbit- Proof Fence", by Doris Pilkington
- "The Moth Presents: Aleeza Kazmi"
- The Trial of Spongebob Squarepants
- The Case of Slip and Trip

Independent Learning:

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

Special workshops/ Problem Based Learning Units:

- **Making a Difference with Genius Hour**
- **Be a Changemaker - How to Start Something that Matters**

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 (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- Exit ticket example - List one thing you learned today and one thing you want the teacher to review tomorrow (formative assessment)
- Vocabulary review for the novel, "Nothing But The Truth" to ensure that students understand all aspects of a school hierarchy before reading (formative assessment)
- Benchmark test (summative assessment)
- Readers Theater for "Nothing But The Truth" and class discussion of events (formative assessment)
- Trial for "Nothing But The Truth" (alternative assessment)

- 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
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Red Light, Green Light
- Self- assessments
- 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
- Supplemental Textbook: *The Language of Literature*, Grade 8 - McDougal Littell
- Scholastic SCOPE Magazine - monthly subscription

- Sadlier, Common Core Progress Worktext - for PARCC practice and independent work

Novels:

- *Nothing But The Truth* by Avi

Ancillary Resources

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:

Be A Changemaker; How to Start Something That Matters - How to Start Something That Matters by Laurie Ann Thompson - workshop

Technology Infusion

*The Pearson textbook has an array of on line tools that should also be used. However, a specific example of technology infusion would be using Google Classroom to write an argumentative essay for the novel, "Nothing But The Truth" about whether or not Philip should be suspended from school. Students can search other ACLU cases for evidence to back up their claims. If needed, they can also modify the prompt to address their writing needs as long as research is used.

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

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:

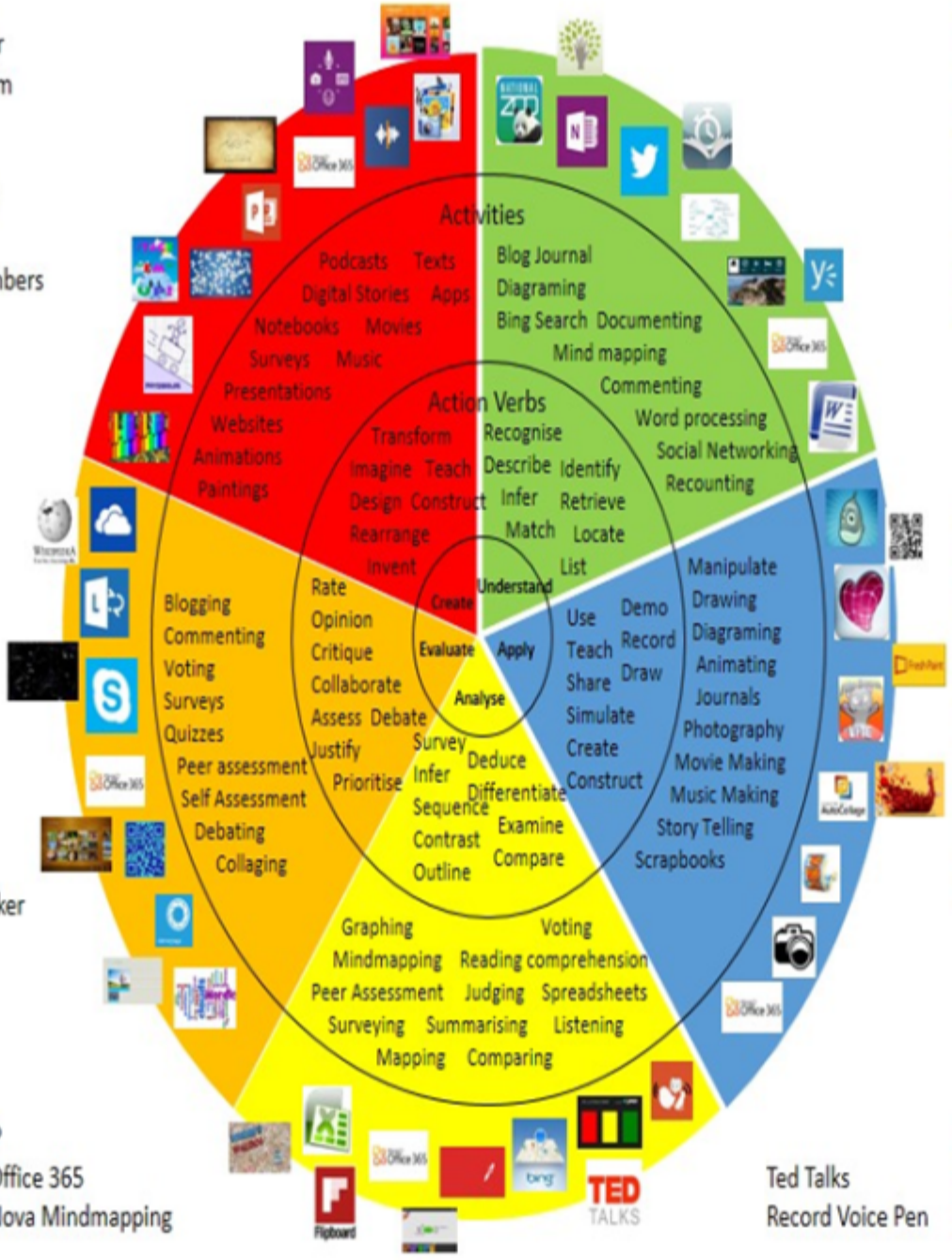
- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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, reading or language arts
- Arts
- Geography
- History
- Government and Civics

21st Century Skills/Interdisciplinary Themes

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please 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

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides - A specific example would be using Google Classroom to post a study guide for any teacher created test. Topics can be color coded to showcase various tasks.
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary - A specific example would be showcasing a school system chart prior to and during the reading of "Nothing But The Truth" so that studnets understand the roles of various district personnel. Also, important to inform students what a PhD. is versus a medical doctor.
- 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
- Group investigations
- 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
- Cubing 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 identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A specific example: Student working with an assigned partner in order to define key words as they are used in the story, "Nothing But The Truth", along with determining the theme and central idea.

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

- The Pearson textbook highlights areas where ELL students may have difficulty understanding. All stories have these areas color coded in green.

- A specific example for "Nothing But The Truth" would be breaking students up into smaller groups to re-read sections of the story to review point of view. For example, when Philip refuses to admit whether he was singing or humming. Allow students to debate this and why his classmates do not corroborate his story.

- 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 identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- The Pearson textbook highlights areas where students may have difficulty understanding.

- Another specific example would be to shorten the length of the argumentative essay topic listed above to 3-4 paragraphs instead of 5-6 paragraphs. Students can also base their answers off of the story and then slowly add in the research element.

- 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 identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be completing an argument essay for "Nothing But Truth" utilizing at least 2 different sources (one from the ACLU and one other source) to support your claim about whether or not Philip should have been suspended. This essay should also be typed and submitted via Google Classroom.

- 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: Taking a Stand - Argumentative Writing Unit: "The Case of Slip or Trip" Day #2

NJSLS: LA.8.W.8.1.C, LA.8.W.8.1.D,ELA-Literacy.SL.8.1.a, ELA-Literacy.SL.8.1.c, ELA-Literacy.SL.8.1.d, LA.8.W.8.10, LA.8.W.8.1.E, LA.8.SL.8.1.B, LA.8.SL.8.3

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 Queenie Smith for an 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 present their case in a debate using at least 4 pieces of evidence provided and explain their validity.

Anticipatory Set/Do Now: Point of View:

This story is told in third person point-of-view. Do you think the reader would be swayed if the story were told from another point-of-view? For example, Queenie's? Would the reader be more sympathetic to her words and thoughts? Or, what if it were told from Arthur's point-of-view?

Imagine you either Queenie or Arthur and you are re-telling this story in first person point-of-view. What other things would you say and indicate to the reader to convince them and give evidence as to why you could be innocent (Queenie) or you were the ultimate victim (Arthur)? Write your thoughts.

Learning Activity:

- Mini Report Group Brainstorm and Individual Writing of the Character Portrait and Night's Events
- Mini Report Timed Write and group assigning of Debate roles based on students sharing portions of their timed write or volunteering for certain roles.
- Classroom Debate - group presentations from packet
- If time allows, do an outline of this argumentative in BME format - Is Queenie Guilty?

Student Assessment/CFU's:

ABC Summary - 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 debate and Queenie's short story
Plicker - Is Queenie guilty?
Do you understand the components of the BME Argumentative essay?

Observation during debate and group work

Materials:
Graphic Organizer for Argumentative writing
The Case of Slip or Trip - evidence picture, text, and packet

Differentiation:
Read directions aloud, written and verbal directions
Allow extra time in groups
Peer to peer assistance
Groups - heterogeneous grouping based on final MP 1&2 grades & on students' social behaviors in class

Integration of Technology:
Smartboard - powerpoint review- for viewing evidence and examining image