Unit 1: Rites of Passage

Content Area: **ELA**
Course(s): **ELA 8 Honors**
Time Period: **SeptOct**
Length: **30 to 40 days & 8th gr Honors**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8 H

Unit 1: Rites of Passage

Belleville Board of Education

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Board Approved: September 23, 2019; Revised 8/17/2020

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

This unit ends with a narrative essay (emphasis on non-fiction) and an oral presentation in response to the essential question(s).

Enduring Understanding

- 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.

Genius Hour and Independent Study:

- 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 are:

- Questions that lie at the heart of a subject or a curriculum;
- Questions that promotes inquiry and the discovery of a subject.
- 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 he,d 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?
- How can we use personal narrative and primary source documents to reflect and enhance our connections with text?
- What thoughtful and challenging questions will foster inquiry, understanding, and the transfer of knowledge?
- How does the setting help us to comprehend and appreciate a short story?
- How does the theme of a fictional short story connect to our life?
- How does a character's perseverance affect the character's development and the outcome of the situation?

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 1 8th grade ELA Accelerated 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
- Identify and infuse poetry to their studies
- 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.8.1	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.8.10	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.8.1.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.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Learning Objectives

Students will be able to:

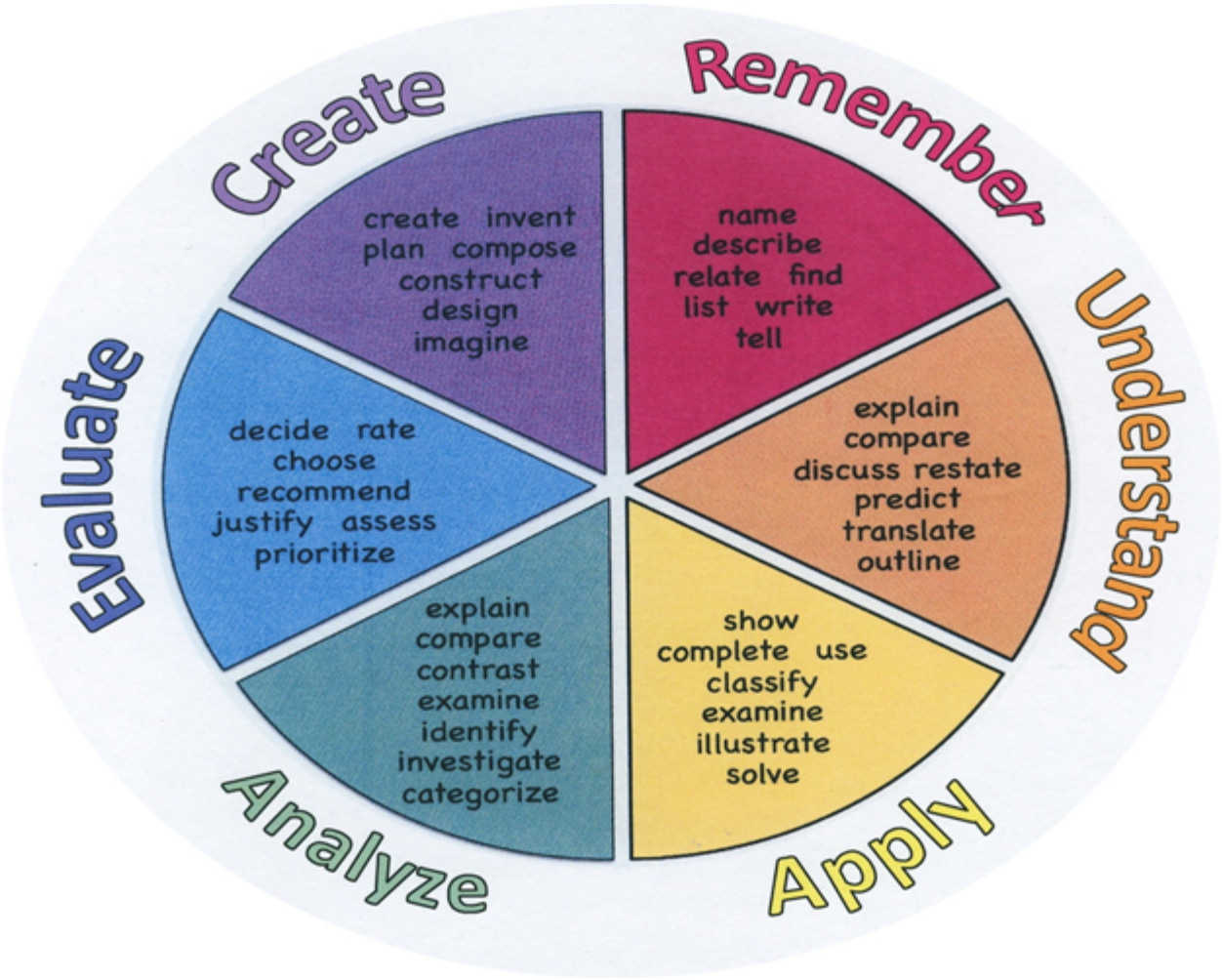
- Compare and contrast narrative and informational text and their literary elements.
- Determine point of view, tone/ mood, and author's style.
- Define the qualities of round and flat characters throughout.
- Analyze the ways in which the structure of a work affects how the setting is conveyed.
- Identify 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

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 3 of the teacher's edition.

Whole Class Learning:

- "Red Roses"
- "The Medicine Bag", by Virginia Driving Hawk Sneve - A specific example of how to teach this text would be to read it aloud to the whole class and focus on characterization (direct & indirect). Students can then find examples of each.
- "Apache's Rite of Passage", National Geographic

Small Group Learning:

- "You Are the Electric Boogaloo", by Geoff Herbach

- "Just Be Yourself", by Stephanie Pellegrin
- Accelerated: "The Setting Sun and the Rolling World" by Charles Mungoshi
- Accelerated: Poetry Collection - "Hanging Fire" and "Translating Grandfather's House"

Independent Learning:

- "Cub Pilot on the Mississippi", by Mark Twain
- from... I Know Why the Caged Bird Sings, by Maya Angelou
- "Quinceanera Birthday Bash Preserves Tradition, Marks Passage to Womanhood", by Natalie St. John
- "Childhood and Poetry", by Pablo Neruda
- "The Winter Hibiscus"

Special workshops/ Problem Based Learning Units:

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

Utilize the supplemental text, Language of Literature, for additional short stories - see below

Assessment Evidence - Checking for Understanding (CFU)

- Exit ticket example - List one thing you learned today and one thing you want the teacher to review tomorrow (formative assessment)
- KWL chart used for "Charles" by Shirley Jackson to preview narrative elements (formative assessment)
- Give -one-get-one activity to share information with peers (formative assessment)
- Benchmarks (summative assessment)
- Story quizzes (summative assessment)
- Take-home exams (alternative assessment)
- Genius hour (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster

- DBQ's
- 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
- 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 district.

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

Ancillary Resources

- Supplemental Textbook: The Language of Literature, Grade 8 - McDougal Littell
- Scholastic SCOPE Magazine - monthly subscription
- NewsELA online resource

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
- Be A Changemaker; 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 a narrative essay for the short story "Charles" by Shirley Jackson. Prompt: What happens at the end of the story when Laurie's mom comes home?

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

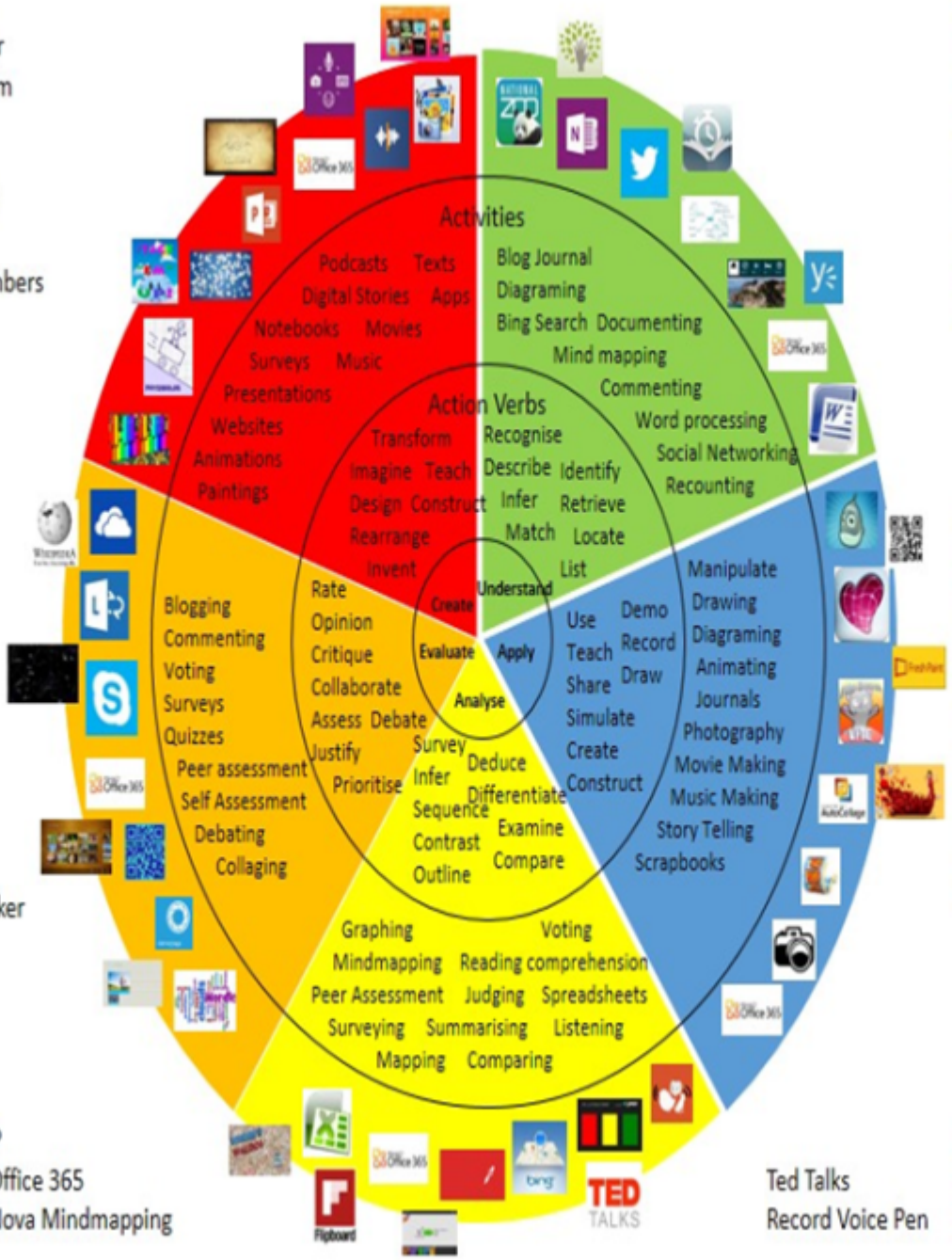
Win 8.1 Apps/Tools Pedagogy Wheel

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
Flipboard
Office 365
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

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
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	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and problem solving
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

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
- 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

- Multisensory approaches
- Additional time
- Preview vocabulary for the stories selected. A specific example would be to have students can write sentences or draw pictures for each word or a certain group of words
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology where necessary
- Auditory presentations
- 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
- 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)

A specific example would be having student working with an assigned partner in order to define key words as they are used in the story, "Red Roses", 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)

- The Pearson textbook highlights areas where ELL students may have difficulty understanding. A specific example occurs on page 14. The word "mutts" is highlighted. Teacher will explain what this word means, show videos and pictures as needed. Follow all other ELL highlights in textbook as needed.

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

- 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

- The Pearson textbook highlights areas where students may have difficulty understanding. A specific example occurs on page 17. Explain to student what the word and context of "medicine" means. Show videos and pictures as needed. Follow all other ELL highlights in textbook as needed.

Also, allow students to work with a partner to complete analyze the text questions for "The Medicine Bag."

- 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 a narrative essay for the short story "Charles" using the same prompt listed above without the use of a graphic organizer for writing assistance. In addition, the length of the narrative can vary so that students can challenge themselves with their writing abilities.

- 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: "Be A Change maker - How to Start Something that Matters" Informational Text Workshop, Day #1

NJSLS: LA.8.RI.8.4, LA.8.RI.8.7, LA.8.RI.8.8, LA.8.RL.8.3

Interdisciplinary Connection: Social entrepreneurs, social change, humanities/ social studies

Statement of Objective: Students will be able to discuss and hypothesize what a CHANGE MAKER is (refer to last lesson and connect to BizKids); will be able to compare/ contrast examples of change makers of all ages; will be able to brainstorm "needs" vs. "wants" and passions (and ways to address those "passions")

Anticipatory Set/Do Now:

Consider a paraphrase of:

"How many times have you complained about something but done nothing to fix it? Or noticed something and thought, Someone should do something about that? We all have those thoughts sometimes. And it's okay, because none of us can solve every problem we encounter. But guess what... you're someone. And when you set your mind to it, you absolutely can do something that matters." — **Be a Changemaker**, page 1

Learning Activity: Do Now/ Anticipatory set

ACTIVITY 1: DEFINE CHANGE MAKER

Brainstorm and help teens define "change maker."
"...Change makers can and will take the initiative to create positive social change in their

communities..." —Be a Change maker, page 9

ACTIVITY 2: WHO ARE THE CHANGE MAKERS?

Brainstorm change-makers the group may know including:

- Famous people who changed the world.
- People in your community who started something that matters.
- Friends or classmates at school who have made their mark.
- Family members who run their own businesses or other organizations.
- Call attention to the diversity of people who are change makers. Point out that anyone can be a change maker!

ACTIVITY 3: DO YOU WANT TO BE A CHANGE MAKER?

Introduce and hand out the book. Discuss how the workshops will lead participants through a series of activities to help them become changemakers. Explore why teens might want to participate and commit to the upcoming sessions.
Answers could include: - To positively influence the world they live in, in the ways they care about most.

- To develop skills for college and employment, including problem solving, creative thinking, collaboration,

communication, organization, leadership and community service. - Friends and, of course, FUN!

ACTIVITY 4: WHAT'S YOUR PASSION?

Drawing on the text from pages 19-21, lead teens through exploring their passions. Use the worksheet, "What's Your Passion?"

Independently:
Read the Forward
Read Chapter 1 ("It's Your Turn Now") - annotate notes in reading notebooks
*note the profile/ case statements

Student Assessment/CFU's:

Teacher observation
Twitter exit - hashtag summaries
Plickers (if time allows)

Materials:

Large Format chart paper - markers
Be A Changemaker; How to Start Something That Matters- by Laurie Ann Thompson
Laptops

21st Century Themes and Skills:

Business, Financial, Economic & Entrepreneurial Literacy
Civic Literacy
Communication and Collaboration
Critical Thinking and Problem Solving
Health Literacy
Information Literacy
Life and Career Skills
Media Literacy

Differentiation:

Flexible grouping
Graphic Organizer worksheet
Blooms questioning to lead in
Teacher to assist

Provide assignments ahead of time
Reinforcing on-task behaviors and skill acquisition
Repeat directions as needed
Small group instruction

Integration of Technology:
Smartboard - use Shout it out - Notebook, if license available