

English 8

Required

Sayreville Middle School

Full Year

Date Curriculum Approved/ Revised:

M. Provenza & K. Williams

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Statement of Purpose

Summary of the Course: The course of study is designed to expose students to the basic foundations of great classic literature while gaining a new perspective for different types of writing including: argumentative and analytical. Language Arts Literacy at the 8th grade level is all about the creation of a working relationship between the student and the texts that are studied. Responding to various types of literature through writing and creation enables the student to create a self-identity that can be expressed without judgement or bias. With a collection of seven units of study, the student will gather a true appreciation for reading and writing; this is the primary goal of the curriculum. Some of the core units of study involve decoding the classic work of Shakespeare, defining and utilizing analytical writing, learning how to create an argument and effectively implement it through writing, and finally, exploring his/her own identities through classic literary pieces and making comparisons along the way.

In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching strategies taking place in the classroom.
- Instruction should be differentiated to allow students the best opportunity to learn and grow based on their own particular strengths.
- Assessments should be varied and be focused on topics of instruction that were focused on in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans)

Unit 1: Close Reading and Interacting With Text

Summary of the Unit: In this unit students will review strategies for close reading that will help them think about and interact more deeply with the texts that they read. Through repeated practice with a variety of different texts, students will gain confidence in their abilities to comprehend, annotate, and discuss literature, poetry, nonfiction, and the elements that make them up. The unit will culminate in the creation of a portfolio that showcases students' close reading abilities across multiple genres and text types.

Enduring Understanding:

- Specific strategies can be used in order to enable a close, critical reading of texts through annotation and careful analysis.
- Reading gives us the unique opportunity to examine the world as well as the people who live in it.
- Due to the different life experiences that we carry with us, no two people will ever look at a text in the exact same way.

Essential Questions:

- What is annotation?
- How do I meaningfully annotate a text?
- What are the six signposts and why do we use them?
- How do I effectively discuss literature with another?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit

- Close Reading Portfolio - This portfolio will allow students to show their mastery of close reading in both fiction and nonfiction. They will submit work related to a short story, an Achieve3000 article, and a poem.

Resources:

Texts

- *Notice and Note – Strategies for Close Reading* by Kylene Beers and Robert E. Probst

Short Stories

- “A Girl I Knew” by J.D. Salinger
- "Harrison Bergeron" by Kurt Vonnegut
- “A Sound of Thunder” by Ray Bradbury

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- “Shooting an Elephant” by George Orwell
- Excerpts from *The Illustrated Man* by Ray Bradbury

Poetry

- “The Raven” by Edgar Allen Poe
- “Annabel Lee” by Edgar Allan Poe
- “ "Hope" Is The Thing With Feathers” by Emily Dickinson

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
Introduction to Annotation / Contrast and Contradiction Signpost	1 Week	<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what “Harrison Bergeron”/“The Man” says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine a theme or central idea of “Harrison Bergeron”/“The Man” 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.</p>	<p>* All short stories listed with activities are suggested titles. Teachers may swap them out for other short stories on the list as desired. *</p> <ol style="list-style-type: none"> 1. Introduction to Annotation <ul style="list-style-type: none"> • Class Discussion/Presentation on Annotation <ul style="list-style-type: none"> ○ Why do we annotate? ○ What are the different types of annotation? ○ What benefits does annotation give us? ○ What format should our annotations take? 2. Teacher Modeling of Annotation (Suggested Text: "Harrison Bergeron" by Kurt Vonnegut) <ul style="list-style-type: none"> • Hand out a copy of the story to all students. • The teacher will read aloud and annotate the text in real time for the students, explaining choices and thoughts as they go along. 3. Student Annotation Practice <ul style="list-style-type: none"> • Students will finish reading the end of the text and annotate as they go. 	<p>Have students annotate the given texts.</p> <p>Have students complete comprehension questions.</p> <p>Have students respond to texts through various means (open ended responses, journal entries ...)</p> <p>Have students create a double sided journal for the</p>	<p>NJSLS RL8.1</p> <p>NJSLS RL8.2</p> <p>NJSLS RL8.3</p> <p>NJSLS W8.4</p> <p>NJSLS W8.9A</p> <p>NJSLS L8.5A-C</p>

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		<p>SWBAT analyze how particular lines of dialogue or incidents in “Harrison Bergeron”/ “The Man” propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “Harrison Bergeron”/ “The Man”, including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in “Harrison Bergeron”/ “The Man” on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks</p>	<ul style="list-style-type: none"> Students will sort their own annotations, looking to see if they favored one type over another. Students should work to be making a variety of annotations as they read. <p>4. Comprehension Questions</p> <ul style="list-style-type: none"> Students will work in groups to answer comprehension questions about the text. The teacher will review answers with the class and have a general discussion about the story. <p>5. Respond to Text</p> <ul style="list-style-type: none"> Response Option: Having finished reading “Harrison Bergeron”, should we strive for a fair society or an equal one? <p>6. Contrasts and Contradictions (Suggested Text: “The Man” by Ray Bradbury)</p> <ul style="list-style-type: none"> Review the poster for the Contrasts and Contradiction Signpost. Model the correct format for annotating a contrast and contradiction, making sure that students know that they need to answer the question that is attached to the signpost (Why is the character doing that?), not just note that they found one. <p>7. Reading the Text</p> <ul style="list-style-type: none"> 1st Read – General Annotation and Discussion <ul style="list-style-type: none"> Students will keep a log of their annotations as they read the text. Students will work in groups to answer comprehension questions about the text. 	Contrasts and Contradiction Signpost.	
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		<p>and purposes relating to “Harrison Bergeron”/ “The Man”.</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “Harrison Bergeron”/ “The Man”, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> ○ The teacher will review answers with the class and have a general discussion about the text. ● 2nd Read – Contrast and Contradictions Double Sided Journal <ul style="list-style-type: none"> ○ Students will create a double sided journal. <ul style="list-style-type: none"> ▪ Left Side: Quote showing the example of Contrast and Contradictions ▪ Right Side: Answer to the question “Why would the character act this way?” <p>8. Respond to Text</p> <ul style="list-style-type: none"> ● Response Option: Having looked closely at character in this story, do you believe we are meant to feel sorry for Captain Hart at the end? 		
Aha Moment and Tough Questions Signposts	1 Week	<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what “The Veldt”/“The Visitor” says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine a theme or central idea of “The Veldt”/“The Visitor” and analyze its development over the course of the text, including its relationship</p>	<p>* All short stories listed with activities are suggested titles. Teachers may swap them out for other short stories on the list as desired. *</p> <p>1. Aha Moment (Suggested Text: “The Veldt” by Ray Bradbury)</p> <ul style="list-style-type: none"> ● Review the poster for the Aha Moment. ● Model the correct format for annotating an Aha Moment, making sure that students know that they need to answer the question that is attached to the signpost (How might this change things?), not just note that they found one. <p>2. Reading the Text</p> <ul style="list-style-type: none"> ● 1st Read – General Annotation and Discussion <ul style="list-style-type: none"> ○ Students will keep a log of their annotations as they read the text. 	<p>Have students annotate the given texts.</p> <p>Have students complete comprehension questions.</p> <p>Have students respond to the text through various means (open ended responses, journal entries ...)</p>	<p>NJSLS RL8.1</p> <p>NJSLS RL8.2</p> <p>NJSLS RL8.3</p> <p>NJSLS W8.4</p> <p>NJSLS W8.9A</p> <p>NJSLS L8.5A-C</p>

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		<p>to the characters, setting, and plot; provide an objective summary of the text.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in “The Veldt”/“The Visitor” propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “The Veldt”/“The Visitor”, including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in “The Veldt”/“The Visitor” on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-</p>	<ul style="list-style-type: none"> ○ Students will work in groups to answer comprehension questions about the text. ○ The teacher will review answers with the class and have a general discussion about the text. <ul style="list-style-type: none"> ● 2nd Read – Aha Moment Double Sided Journal <ul style="list-style-type: none"> ○ Students will create a double sided journal. <ul style="list-style-type: none"> ▪ Left Side: Quote showing the example of an Aha Moment ▪ Right Side: Answer to the question “How might this change things?” <p>3. Respond to Text</p> <ul style="list-style-type: none"> ● Response Option: Who should we blame for the events at the end of the story, the kids or the parents? <p>4. Tough Questions (Suggested Text: “The Visitor” by Ray Bradbury)</p> <ul style="list-style-type: none"> ● Review the poster for Tough Questions ● Model the correct format for annotating Tough Questions, making sure that students know that they need to answer the question that is attached to the signpost (What does this question make me wonder about?), not just note that they found one. <p>5. Reading the Text</p> <ul style="list-style-type: none"> ● 1st Read – General Annotation and Discussion <ul style="list-style-type: none"> ○ Students will keep a log of their annotations as they read the text. ○ Students will work in groups to answer comprehension questions about the text. 	<p>Have students create a double sided journal for the Aha Moment and Tough Questions Signposts.</p>	
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		<p>correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to “The Veldt”/“The Visitor”.</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “The Veldt”/“The Visitor”, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> ○ The teacher will review answers with the class and have a general discussion about the text. ● 2nd Read – Tough Questions Double Sided Journal <ul style="list-style-type: none"> ○ Students will create a double sided journal. <ul style="list-style-type: none"> ▪ Left Side: Quote showing the example of a Tough Question. ▪ Right Side: Answer to the question “What does this question make me wonder about?” <p>6. Respond to Text</p> <ul style="list-style-type: none"> ● Response Option: How does this story demonstrate the dangers of greed? 		
Words of the Wiser and Again and Again Signposts	1 Week	<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what “The Rocket”/“The Rocket Man” says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine a theme or central idea of “The Rocket”/“The Rocket Man” and analyze</p>	<p>* All short stories listed with activities are suggested titles. Teachers may swap them out for other short stories on the list as desired. *</p> <p>1. Words of the Wiser (Suggested Text: “The Rocket” by Ray Bradbury)</p> <ul style="list-style-type: none"> ● Review the poster for the Words of the Wiser Signpost ● Model the correct format for annotating Words of the Wiser, making sure that students know that they need to answer the question that is attached to the signpost (What is the life lesson and how might it affect the character?), not just note that they found one. 	<p>Have students annotate the given texts.</p> <p>Have students complete comprehension question answers.</p> <p>Have students respond to texts through various means</p>	<p>NJSLS RL8.1</p> <p>NJSLS RL8.2</p> <p>NJSLS RL8.3</p> <p>NJSLS W8.4</p> <p>NJSLS W8.9A</p>

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		<p>its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in “The Rocket”/“The Rocket Man” propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “The Rocket”/“The Rocket Man”, including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in “The Rocket”/“The Rocket Man” on meaning and tone, including analogies or allusions to other texts.</p>	<p>2. Reading the Text</p> <ul style="list-style-type: none"> • 1st Read – General Annotation and Discussion <ul style="list-style-type: none"> ○ Students will keep a log of their annotations as they read the text. ○ Students will work in groups to answer comprehension questions about the text. ○ The teacher will review answers with the class and have a general discussion about the text. • 2nd Read – Words of the Wiser Double Sided Journal <ul style="list-style-type: none"> ○ Students will create a double sided journal. <ul style="list-style-type: none"> ▪ Left Side: Quote showing the example of Words of the Wiser ▪ Right Side: Answer to the question “What is the life lesson and how might it affect the character?” <p>3. Respond to Text</p> <ul style="list-style-type: none"> • Response Option: Why is Fiorello Bodoni a good father? <p>4. Again and Again (Suggested Text: “The Rocket Man” by Ray Bradbury)</p> <ul style="list-style-type: none"> • Review the poster for the Again and Again Signpost • Model the correct format for annotating Again and Again, making sure that students know that they need to answer the question that is attached to the signpost (Why does this keep showing up again and again?), not just note that they found one. <p>2. Reading the Text</p>	<p>(open ended responses, journal entries ...)</p> <p>Have students create a double sided journal for the Words of the Wiser and Again and Again Signposts.</p>	<p>NJSLS L8.5A-C</p>
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		<p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to “The Rocket”/“The Rocket Man”.</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “The Rocket”/“The Rocket Man”, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> ● 1st Read – General Annotation and Discussion <ul style="list-style-type: none"> ○ Students will keep a log of their annotations as they read the text. ○ Students will work in groups to answer comprehension questions about the text. ○ The teacher will review answers with the class and have a general discussion about the text. ● 2nd Read – Again and Again Double Sided Journal <ul style="list-style-type: none"> ○ Students will create a double sided journal. <ul style="list-style-type: none"> ▪ Left Side: Quote showing the example of Again and Again ▪ Right Side: Answer to the question “Why does this keep showing up again and again?” <p>3. Respond to Text</p> <ul style="list-style-type: none"> ● Response Option: Is The Rocket Man a good person? 		
Memory Moment Signpost and Annotating Poetry	1 Week	SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what “Marionettes, Inc.”/“The Raven” says explicitly as well as inferences drawn from the text.	<p>* All short stories listed with activities are suggested titles. Teachers may swap them out for other short stories on the list as desired. *</p> <p>1. Memory Moment (Suggested Text: “Marionettes, Inc.” by Ray Bradbury)</p> <ul style="list-style-type: none"> ● Review the poster for the Memory Moment Signpost ● Model the correct format for annotating Memory Moments, making sure that students know that they 	<p>Have students annotate the given texts.</p> <p>Have students complete comprehension question answers.</p>	<p>NJSLS RL8.1</p> <p>NJSLS RL8.2</p> <p>NJSLS RL8.3</p>

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		<p>SWBAT determine a theme or central idea of “Marionettes, Inc.”/“The Raven” 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.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in “Marionettes, Inc.”/“The Raven” propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “Marionettes, Inc.”/“The Raven”, including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in “Marionettes,</p>	<p>need to answer the question that is attached to the signpost (“Why might this memory be important?”), not just note that they found one.</p> <p>2. Reading the Text</p> <ul style="list-style-type: none"> • 1st Read – General Annotation and Discussion <ul style="list-style-type: none"> ○ Students will keep a log of their annotations as they read the text. ○ Students will work in groups to answer comprehension questions about the text. ○ The teacher will review answers with the class and have a general discussion about the text. • 2nd Read – Memory Moment Double Sided Journal <ul style="list-style-type: none"> ○ Students will create a double sided journal. <ul style="list-style-type: none"> ▪ Left Side: Quote showing the example of Memory Moment ▪ Right Side: Answer to the question “Why might this memory be important?” <p>3. Respond to Text</p> <ul style="list-style-type: none"> • Response Option: Did Braling have a morally acceptable reason to have a Marionette created? <p>4. Annotating Poetry (Suggested Text: “The Raven” by Edgar Allan Poe)</p> <ul style="list-style-type: none"> • Briefly review poetry terms and concepts with students. • The teacher will read aloud and annotate the first five stanzas in real time for the students, explaining 	<p>Have students respond to texts through various means (open ended responses, journal entries ...)</p> <p>Have students create a double sided journal for the Memory Moment Signpost.</p>	<p>NJSLS W8.4</p> <p>NJSLS W8.9A</p> <p>NJSLS L8.5A-C</p>
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		<p>Inc.”/“The Raven” on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to “Marionettes, Inc.”/“The Raven”.</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “Marionettes, Inc.”/“The Raven”, building on others’ ideas and expressing their own clearly.</p>	<p>choices and thoughts as they go along.</p> <p>5. Reading the Text</p> <ul style="list-style-type: none"> Students will keep a log of their annotations as they read the text. Students will work in groups to answer comprehension questions about the text. The teacher will review answers with the class and have a general discussion about the text. <p>6. Respond to Text</p> <ul style="list-style-type: none"> Response Option: What is the mood of this poem? How does the author make us feel this way? 		
Annotating Poetry and Nonfiction Annotation	1 Week	SWBAT cite the textual evidence and make relevant connections that most strongly supports an	<p>1. Annotating Poetry Continued (Suggested Text: “Annabel Lee” by Edgar Allan Poe)</p> <ul style="list-style-type: none"> Students will keep a log of their annotations as they read the text. 	Have students complete comprehension	NJSLS RL8.1

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		<p>analysis of what “Annabel Lee”/“The Raven” says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine a theme or central idea of “Annabel Lee”/“The Raven” 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.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in “Annabel Lee”/“The Raven” propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in “Annabel Lee”/“The Raven”, including</p>	<ul style="list-style-type: none"> Students will work in groups to answer comprehension questions about the text. The teacher will review answers with the class and have a general discussion about the text. <p>2. Respond to Text</p> <ul style="list-style-type: none"> Response Option: Compare and contrast “The Raven” and “Annabel Lee”. <p>3. Nonfiction Annotation (Suggested Text: Articles from Achieve 3000)</p> <ul style="list-style-type: none"> Briefly review nonfiction text features and how they can be annotated with students. The teacher will read aloud and annotate the text in real time for the students, explaining choices and thoughts as they go along. <p>4. Reading the Text</p> <ul style="list-style-type: none"> Students will keep a log of their annotations as they read the text. Students will answer the multiple choice questions that go with the article. The teacher will review answers with the class and have a general discussion about the text. <p>5. Respond to Text</p> <ul style="list-style-type: none"> Response Option: Achieve 300 Thought Question 	<p>question answers.</p> <p>Have students respond to texts through various means (open ended responses, journal entries ...)</p> <p>Have students complete the Achieve3000 article’s Thought Question</p>	<p>NJSLS RL8.2</p> <p>NJSLS RL8.3</p> <p>NJSLS W8.4</p> <p>NJSLS W8.9A</p> <p>NJSLS L8.5A-C</p>
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		<p>figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in “Annabel Lee”/“The Raven” on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT determine the central idea of an article from Achieve3000 and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>SWBAT analyze how an article from Achieve3000 makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>SWBAT determine the meaning of words and phrases as they are used in</p>			
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		<p>articles from Achieve3000, including figurative, connotative, and technical meanings.</p> <p>SWBAT analyze the impact of specific word choices in articles from Achieve3000 on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAY write responses to the Thought Questions from Achieve3000 articles.</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about “Annabel Lee”/“The Raven”/Achieve3000 articles, building on others’ ideas and expressing their own clearly.</p>			
Putting it all Together:	1 Week	SWBAT cite the textual evidence and make relevant connections that	<p>1. Summative Assessment</p> <ul style="list-style-type: none"> Close Reading Portfolio – This portfolio will allow students to show their mastery of close reading in 	Have students create a Close	NJSLS RL8.1

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Summative Assessment		<p>most strongly supports an analysis of what a Unit 1 text says explicitly as well as inferences drawn from the texts.</p> <p>SWBAT determine a theme or central idea from a Unit 1 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.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in a Unit 1 text propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in a Unit 1 text, including figurative and connotative meanings.</p>	<p>both fiction and nonfiction. They will submit work related to a short story, an Achieve3000 article, and a poem.</p> <ul style="list-style-type: none"> ○ Short Story Requirements <ul style="list-style-type: none"> ▪ Annotations ▪ Answers to comprehension questions ○ Achieve3000 Article Requirements <ul style="list-style-type: none"> ▪ Annotations ▪ Multiple choice answers ▪ Completed Thought Question ○ Poem Requirements <ul style="list-style-type: none"> ▪ Annotations ▪ Answers to comprehension questions 	Reading Portfolio.	<p>NJSLS RL8.2</p> <p>NJSLS RL8.3</p> <p>NJSLS W8.4</p> <p>NJSLS W8.9A</p> <p>NJSLS L8.5A-C</p> <p>NJSLS W10</p> <p>NJSLS RL8.10</p>
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		<p>SWBAT analyze the impact of specific word choices used in Unit 1 texts on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what a Unit 1 text says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine the central idea of a Unit 1 text and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how a Unit 1 text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>			
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		<p>SWBAT determine the meaning of words and phrases as they are used in a Unit 1 text, including figurative, connotative, and technical meanings;</p> <p>SWBAT analyze the impact of specific word choices used in Unit 1 texts on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) to create a Summative Portfolio.</p>			
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

- Modifications for any individual student's IEP or 504 plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and whole class.

Suggested Technological Innovations/ Use:

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
 - 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
 - 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
 - Peer reviews are to be commented on mini papers through Google Documents
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Cross Curricular/ 21st Century Connections:

- 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
 - 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
 - 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
 - 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
 - 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
 - 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 2: Analytical Writing in the 21st Century

Summary of the Unit: In this unit students will work to apply analytical writing skills to personal areas of interest and authority in order to write fresh and authentic analysis. As students explore mentor texts in a variety of genres, they will begin to see that analytical writing is all around them. It is in the sports articles they read about their favorite team's chances at the Super Bowl and in the video game reviews they read before deciding which game is worth spending money on. It is in podcasts and blogs, websites and Twitter feeds, being consumed by students without even being aware of what they are spending their time on. By bringing this more 21st century type of analytical writing to the forefront, we provide a real world connection and high student interest to an important genre of writing. We encourage students to write from an area of strength and passion, which allows for a deeper and more insightful level of analysis. The unit will culminate in the creation of an article about a topic and text of the student's choice that has been researched and analyzed.

Enduring Understanding:

- Analytical writing is all around us and is being consumed and created at a voracious rate across many different types of platforms.
- The skills that you use in literary analysis are not applicable solely to literature; you can use those same skills to analyze other texts as well.
- The ability to critically analyze all types of media is crucial for 21st century citizenship and careers.

Essential Questions:

- How can my personal interests and passions shape my writing?
- How do I apply analytical skills to multiple genres or texts?
- How do I create analysis that is authentic and meaningful?
- How do I write an analytical article?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit

- **Analytical Article:** Students will write an analytical article on a self-selected topic. The students will complete their own research to find the evidence they need to support their analysis.

Resources:

Texts

- *Beyond Literary Analysis: Teaching Students to Write with Passion and Authority About Any Text* by Allison Marchetti and Rebekah O'Dell
 - Chapter on Movie and Television Analysis (Pg. 168)
 - Chapter on Music Analysis (Pg. 178)
 - Chapter on Sports Analysis (Pg. 191)

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- Chapter on Video Game Analysis (Pg. 204)
- Chapter on Literary Analysis (Pg. 220)

Articles

- “Writing Is the Process of Abandoning the Familiar”
<https://www.theatlantic.com/entertainment/archive/2015/05/by-heart-writing-means-wandering-into-the-unknown/393602/>
- “*Layers of Fear* Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept”
<http://www.ign.com/articles/2016/02/14/layers-of-fear-review>

Misc.

- Analytical Writing Vocabulary Sheet
https://docs.google.com/document/d/1qJ7IyUOy-TpWJQws5-ELZsJxgY_I3Qu5nNyEFwt-uzo/edit?usp=sharing
- Digital Reading Log Assignment Sheet
<https://docs.google.com/document/d/1JkRzT8ZruHjMpaa0IA-CKnnOJUweexgu9HkLaRfrhQQ/edit?usp=sharing>
- Copy of Research Tables
 - Movies and Television Analysis (Can also be found on Pg. 174-175)
 - Music Analysis (Can also be found on Pg. 187)
 - Sports Analysis (Can also be found on Pg. 200)
 - Video Game Analysis (Can also be found on Pg. 216)
 - Literary Analysis (Can also be found on Pg. 233-234)<https://docs.google.com/document/d/1AjpAs0OoD0hEilI1OAldo29QjdNf9UzBrWUf9t-3PzM/edit?usp=sharing>
- Text/Not a Text Chart (Also found on Pg. 65)
https://docs.google.com/document/d/1CB12e1JdDBD_SxwC8Q1UxiufL_J3vEoB5KTG62QEwmQ/edit?usp=sharing

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
Introduction to Analysis	1-2 Day	SWBAT read closely to	1. What is analysis? <ul style="list-style-type: none"> • Have students answer the following questions? 	Have students respond to questions about	NJSLS W.8.2A-E

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<p>in the 21st Century</p>		<p>determine what the article, “Writing Is the Process of Abandoning the Familiar”/ “<i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept” says explicitly and to make logical inferences and relevant connections from it.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from “Writing Is the Process of Abandoning the Familiar”/ “<i>Layers of Fear</i></p>	<ul style="list-style-type: none"> ○ What does the word analysis mean? ○ What experience do you have with analytic writing? ○ How do you feel about starting our unit on analytic writing? ○ What do you think of when I say the words analytic writing? <ul style="list-style-type: none"> • Share student responses with the class. <p>2. “Writing Is the Process of Abandoning the Familiar”</p> <ul style="list-style-type: none"> • Distribute text to students and have them read and annotate. • Have students answer the following questions about the text. <ul style="list-style-type: none"> ○ What about this text is similar to other analytic writing that you have done? ○ What about this text is different than other analytic writing that you have done? ○ What does Anna North have to say about the Odyssey in this piece? ○ What does Anna North have to say about writing in this piece? • Review student answers. • Point out all the ways that this text is an example of literary analysis, even though it doesn’t feel like it. (Pg. 5-13 of <i>Beyond Literary Analysis</i> breaks down the piece and offers talking points about the text) <p>3. Not Only Literature</p> <ul style="list-style-type: none"> • Give students the following definition: Authentic analysis is a piece of writing that explores a text. • Inform students that in this day and age, people who engage in analytic writing have broadened the 	<p>analysis and what it means to them. (<i>What is analysis?</i>)</p> <p>Have students annotate the article “Writing Is the Process of Abandoning the Familiar” and answer questions about the text. (“<i>Writing Is the Process of Abandoning the Familiar</i>”)</p> <p>Have students annotate the article <i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept” and answer questions about the text. (“<i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept”)</p>	<p>NJSLS W.8.9B NJSLS W.8.8</p> <p>NJSLS RI 8.1 NJSLS RI 8.3 NJSLS RI 8.8</p> <p>NJSLS L.8.1 NJSLS L.8.3 NJSLS L8.2 NJSLS L.8.5</p>
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		<p>Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept”.</p> <p>SWBAT determine central ideas or themes of “Writing Is the Process of Abandoning the Familiar”/ “<i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept” and analyze their development; summarize the key supporting details and ideas.</p> <p>SWBAT read and comprehend literary nonfiction at grade level text-complexity or</p>	<p>meaning of the word text. Give students the definition of the word text, defining it as: Anything that has a beginning, middle, and an end and can be broken down into smaller pieces.</p> <p>4. “<i>Layers of Fear</i> Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept”</p> <ul style="list-style-type: none"> • Distribute text to students and have them read and annotate. • Have students answer the following questions about the text. <ul style="list-style-type: none"> ○ What is being analyzed in this text? ○ What is author Chloi Rad saying about the game <i>Layers of Fear</i>? ○ What evidence does she give to back up her claim? ○ In what ways is this piece similar to and different from “Writing Is the Process of Abandoning the Familiar” <p>5. Analytic Writing Vocabulary</p> <ul style="list-style-type: none"> • Hand out the Analytic Writing Vocabulary sheet and review both the terms and the student example. 		
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		<p>above, with scaffolding as needed.</p> <p>SWBAT write routinely over extended time frames (research/ reflection/ revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes related to analytical writing and “Writing Is the Process of Abandoning the Familiar”/ <i>“Layers of Fear</i> Review: A Paint-by-Numbers Horror Game That Can't Capitalize on Its Concept”.</p>			
Exploring Our Passions	2 Days	SWBAT write routinely over extended time frames (research/	<p>1. Exploring Our Passions</p> <ul style="list-style-type: none"> Inform students that they will spend two days emerging themselves in what they are passionate about in order to find a topic they might be interested 	Have students create a heart map. (<i>Heart Map</i>)	<p>NJSLS W.8.2A-E NJSLS W.8.9B</p>

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		<p>reflection/ revision) and shorter time frames (a single sitting or a day or two) for a range of tasks/purposes related to their passions/hobbies.</p> <p>SWBAT create a Heart Map, Zoomed in Heart Map, and answer questions about their childhood to help them discover what they are passionate about.</p> <p>SWBAT read closely to determine what an article says explicitly and to make logical inferences and relevant connections from it when completing their</p>	<p>in writing about.</p> <p>2. Heart Map</p> <ul style="list-style-type: none"> Have students create a Heart Map by drawing a large heart on a piece of paper and then filling it with all the things that they care about and/or are important to them. <p>3. Mine Childhood Experiences Activity (Pg. 50-51 of <i>Beyond Literary Analysis</i>)</p> <ul style="list-style-type: none"> Have students answer the following questions to help students recall childhood passions. <ul style="list-style-type: none"> What did you want to be when you grew up? (At three or four? At nine or ten?) What were your favorite toys, games, or activities? What did you watch over and over and over again? What did you enjoy pretending? What did you know everything about? What were your favorite childhood books? What were your favorite sections in the library? What did you like learning about from an older sibling or friend? <p>4. Zoomed in Heart Map (Pg. 47-48 of <i>Beyond Literary Analysis</i>)</p> <ul style="list-style-type: none"> Have students select one area of their heart map to zoom in on. Have students create a second heart map that is focused solely on that topic, examining all the things that they like or are interested about surrounding that 	<p>Have students answer questions to help them recall childhood passions. (<i>Mine Childhood Experiences Activity</i>)</p> <p>Have students create a zoomed in heart map to help focus on a specific interest in more detail. (<i>Zoomed in Heart Map</i>)</p> <p>Have students create a digital reading log that will keep track of the articles they have read and their commentary on them. (<i>Digital Reading Log</i>)</p>	<p>NJSLS W.8.8</p> <p>NJSLS RI 8.1 NJSLS RI 8.3 NJSLS RI 8.8</p> <p>NJSLS L.8.1 NJSLS L.8.3 NJSLS L8.2 NJSLS L.8.5</p>
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		<p>Digital Reading Log.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from an article on their Digital Reading Log.</p> <p>SWBAT determine central ideas or themes of an article and analyze their development while completing their Digital Reading Log.</p> <p>SWBAT summarize the key supporting details and ideas of nonfiction articles while completing their</p>	<p>topic.</p> <p>5. Digital Reading Log (Adapted from the assignment on Pg. 52 – 56 of <i>Beyond Literary Analysis</i>)</p> <ul style="list-style-type: none"> • Students will spend the remainder of the first day and all of the second reading more about the topic that they find most interesting. <ul style="list-style-type: none"> ○ Students will keep a log of the articles they have read along with a short commentary for each article. ○ Each log entry should include <ul style="list-style-type: none"> ▪ The article title ▪ A link to the article ▪ Their commentary on the article 		
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		<p>Digital Reading Log.</p> <p>SWBAT conduct short research projects to find articles and information about a topic they are passionate about, drawing on several sources and generating additional related questions that allow for multiple avenues of exploration.</p>			
<p>Turning Passion Into Product – What will I analyze? What do I want to say?</p>	1 Day	<p>SWBAT write about and develop their topic by Question-Flooding and analyzing the Text or Not a Text Chart.</p> <p>SWBAT write about their chosen topic and claim to explain</p>	<p>1. What options are out there?</p> <ul style="list-style-type: none"> Share possible topic options with students. You can find examples and mentor texts for various types of analysis on the pages listed below. <ul style="list-style-type: none"> General Types of Analysis (Pg. 14) Music and Television Analysis (Pg. 177) Music Analysis (Pg. 189-190) Sports Analysis (Pg. 202-203) Video Game Analysis (Pg. 218-219) Literary Analysis (Pg. 236-237) <p>*** Some of the mentor texts and forms displayed in the tables may be too advanced depending upon the student and/or the level of the class. Teachers can choose which parts</p>	<p>Have students Question-Flood a chosen topic that they are interested in analyzing. <i>(Question-Flooding Your Topic)</i></p> <p>Have students write a paragraph about what they are analyzing, why they chose it, and what their claim is going to be. <i>(Topic Selection)</i></p>	<p>NJSLS W.8.2A-E NJSLS W.8.9B NJSLS W.8.8</p> <p>NJSLS RI 8.1 NJSLS RI 8.3 NJSLS RI 8.8</p>

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		<p>why they have selected it to analyze.</p>	<p>of the tables to show students based on what will work best for their classes.</p> <p>2. Question-Flooding Your Topic (Pg. 66 of <i>Beyond Literary Analysis</i>)</p> <ul style="list-style-type: none"> • Have students select a topic that they are interested in analyzing. • Present the following question stems to students and have them flood their topic with different questions. <ul style="list-style-type: none"> ○ How has ____ impacted ____? ○ How does ____ impact me? ○ What is the meaning behind ____? ○ How has ____ changed over time? ○ How is ____ related to ____? ○ How else might we look at ____? ○ How does ____ do ____? ○ Why does ____ work this way? ○ Why does ____ have this effect? <p>3. Topic Selection</p> <ul style="list-style-type: none"> • Hand out and review the Text or Not a Text chart. • Have students check to ensure that the topic they have chosen is not too broad and meets the definition of a text. 		<p>NJSLS L.8.1 NJSLS L.8.3 NJSLS L8.2 NJSLS L.8.5.</p>
Research – Finding Evidence and Expert Mentors	2 Days	<p>SWBAT read closely to determine what an article says explicitly and to make logical inferences and relevant connections from</p>	<p>1. A Place to Start</p> <ul style="list-style-type: none"> • Hand out and review with students tables filled with websites to aid in their research. Tables include information for <ul style="list-style-type: none"> ○ Movie and Television Analysis ○ Music Analysis ○ Sports Analysis ○ Video Game Analysis ○ Literary Analysis 		<p>NJSLS W.8.2A-E NJSLS W.8.9B NJSLS W.8.8</p>

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		<p>it when researching their topic.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from an article while researching their topic.</p> <p>SWBAT determine central ideas or themes of an article and analyze their development while researching their topic.</p> <p>SWBAT summarize the key supporting details and ideas of nonfiction articles while</p>	<p>2. Research</p> <ul style="list-style-type: none"> Students will spend two days researching their chosen topics. They can search both for evidence to use in their analysis as well as mentors who are writing the same type of analysis as they are. 		<p>NJSLS RI 8.1 NJSLS RI 8.3 NJSLS RI 8.8</p> <p>NJSLS L.8.1 NJSLS L.8.3 NJSLS L8.2 NJSLS L.8.5</p>
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		<p>researching their topic.</p> <p>SWBAT conduct short research projects to find articles and information about their topic, drawing on several sources and generating additional related questions that allow for multiple avenues of exploration.</p>			
Mini-Lessons and Work Periods	8 Days	<p>SWBAT produce a clear and coherent analytical article in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SWBAT develop and strengthen writing as needed by</p>	<p>1. Mini-Lessons</p> <ul style="list-style-type: none"> • In <i>Beyond Literary Analysis</i>, teachers can find both activities and examples of techniques to help students in many different areas. These activities can become mini-lessons for the whole class, small groups, or used when conferencing with individual students. Some helpful topics include: <ul style="list-style-type: none"> ○ Techniques for Articulating Claims (Pgs. 79 – 82) <ul style="list-style-type: none"> ▪ This and That ▪ They Say, I Say ▪ Shifts and Changes ○ Techniques for Discussing Evidence (Pgs. 82 – 88) 	<p>Have students complete activities and work with examples from assorted mini-lessons as needed. (<i>Mini-Lessons</i>)</p> <p>Students will write an article which analyses a self-chosen text. (<i>Work Periods</i>)</p>	<p>NJSLS W.8.1A-E NJSLS W.8.9B NJSLS W.8.8</p> <p>NJSLS RI 8.1 NJSLS RI 8.3 NJSLS RI 8.8</p> <p>NJSLS L.8.1</p>

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		<p>planning, revising, editing, rewriting, or trying a new approach when writing their analytical article.</p> <p>SWBAT develop and strengthen writing as needed by participating in topic specific lessons and activities.</p> <p>SWBAT write an analytical essay about a self-selected, and researched topic.</p> <p>SWBAT demonstrate command of the conventions of standard English grammar and usage when writing their analytical article.</p>	<ul style="list-style-type: none"> ▪ Talk Back to Evidence ▪ Introduce Evidence with Discussion ▪ Combine Evidence and Discussion <ul style="list-style-type: none"> ○ Leads (Pgs. 103 – 113) <ul style="list-style-type: none"> ▪ Sticky Note Choices ▪ Claim Up Front ▪ The Single Paragraph Claim ▪ The TA-DA! Claim ▪ Drop the Reader into a Scene ▪ Make a Personal Connection ▪ Immerse the Reader in Media ○ Artful Transitions (Pgs. 114 – 117) <ul style="list-style-type: none"> ▪ Use a Conjunction ▪ Make a Smooth Segway ▪ Question and Answer ○ Paragraphing (Pgs. 117 – 124) <ul style="list-style-type: none"> ▪ One Idea: Multiple Paragraphs ▪ Mini Paragraphs ▪ List-a-Graphs (Paragraphs in List Form) ▪ Sections with Subheadings ▪ Sections without Subheadings ○ Conclusions (Pgs. 124 – 128) <ul style="list-style-type: none"> ▪ Soft Echo ▪ End with an Image ▪ Zoom Out 		<p>NJSLS L.8.3 NJSLS L8.2 NJSLS L.8.5</p>
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		<p>SWBAT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing their analytical article.</p>	<ul style="list-style-type: none"> ○ Tone/Voice (Pgs. 146 – 142, 146 – 147, 160 - 163) <ul style="list-style-type: none"> ▪ Tone Inquiry ▪ Tone Switch ▪ Voice Inquiry ▪ Tell the Truth ▪ Show Vulnerability ▪ Talk to Your Reader ○ Revising <ul style="list-style-type: none"> ▪ Eliminate the Wishy-Washy ▪ Breaking the “Rules” <ul style="list-style-type: none"> • Sentence Fragments • Start With a Coordinating Conjunction • Capital Letters • Proper Nouning <p>2. Work Periods</p> <p>Students will work on writing their analytic article. During this time students should be drafting, editing, and revising with the aim to have a completed article ready for submission by the assigned due date.</p>		
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students:</p> <ul style="list-style-type: none"> • Modifications for any individual student’s IEP or 504 plan must be met. • Alter assignment length if necessary. • Aid in student research. • Provide additional mentor texts and examples. 					
<p>Suggested Technological Innovations/ Use:</p> <ul style="list-style-type: none"> • 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information. • 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources. 					

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
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Cross Curricular/ 21st Century Connections:

- 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
 - 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
 - 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
 - 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
 - 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
 - 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 3: Reading for Theme: Exploring One's I-DENTITY Through Classic Literature - An Analytical Perspective

Summary of the Unit: One's place in this world is huge thought/a discussion piece. Where do we fit in? Where do we belong? Through this unit, students will analyze and critique key critical literary pieces that give us just a little insight into identity and how powerful of a force it can be for the human being when faced with adversity. From Anne Frank and Frederick Douglass to Guy Montag and Jeanne Wakatsuki, human beings are tested beyond measure to stay true to themselves even in the face of extreme opposition and struggle. Students will experience these journeys made by the people in these novels and evaluate their own life through their journeys and their own individual perspective.

Enduring Understanding:

- Identity is something that is defined as the following: **the fact of being who or what a person or thing is.** A simple definition indeed; however, much harder to navigate through when faced with struggle. We as a people have to understand and embrace the fact that our identity is shaped by many different dynamics and at the true core of it all is the "self" and the maintenance of this.

Essential Questions:

- Who are you? How do you know this?
- Who or what has helped to shape your identity?
- What is the ultimate roadblock when it comes to staying true to who you are?
- Who in your life has stayed true to themselves? How do you know this?
- Fitting in: Difficult or Easy? Why? What are some tools that we could use to help us build the bridge to assimilation?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit

- **Option 1:** The concept of Identity is truly challenged by Julio Noboa in the poem entitled, "I-DENTITY". Students will work with this poem - analyze and critique accordingly, and then write a poem of their own (5 Stanzas in Full) - Illustrate and Color Accordingly.
- **Option 2:** With each of the four novels mentioned below, comes the journey that a particular person took; a road map if you will. So, on the thought of road map and destination, "A Journey Through My Life" comes to mind/life. Students will plan a road map to show where they have come and where they are going.

Resources:

Texts

- *The Narrative of the Life of Frederick Douglass*
- *Fahrenheit 451*
- *The Diary of Anne Frank* (Play Version)
- *Farewell to Manzanar*
- “Identity” by Julio Noboa Polanco
 - Please use guide below to assist you with the poem:
 - https://commonlit.s3.us-west-2.amazonaws.com/texts/student_pdfs/000/001/017/original/commonlit_identity_student_%281%29.pdf?X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJFHNPJSC66AVBG5Q%2F20180725%2Fus-west-2%2Fs3%2Faws4_request&X-Amz-Date=20180725T195553Z&X-Amz-Expires=30&X-Amz-SignedHeaders=host&X-Amz-Signature=cd1f49f2ed510875a75540eebaa24871d3215fc84848cdd4af5361aab32eb3aa

Articles

- “Lullaby”: A Native American Story by Leslie Silko (Use with *The Narrative of the Life of Frederick Douglass*)
 - <http://www.webpages.uidaho.edu/engl484jj/SilkoLullaby001.pdf>
- “Why ‘Fahrenheit 451’ Is the Book for Our Social Media Age” (Use with *Fahrenheit 451*)
 - <https://www.nytimes.com/2018/05/10/books/review/fahrenheit-451-ray-bradbury.html>
- The Significance of Anne Frank's Private Humanity (Use with *The Diary of Anne Frank*)
 - <https://blog.bookstellyouwhy.com/the-significance-of-anne-franks-private-humanity>

Misc.

- Interactive Tour of Ellis Island
 - <http://teacher.scholastic.com/activities/immigration/tour/index.htm>
- Anne Frank - The Whole Story (Video to be used with *The Diary of Anne Frank*)
 - <https://www.youtube.com/watch?v=3QJ7RbGG7mg>
- Biography.com page on Frederick Douglass
 - <https://www.biography.com/video/frederick-douglass-full-episode-2186641949>

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
“Identity” by Noboa Polanco	1-3 Days	<p>SWBAT determine the meaning of words and phrases (including figurative and connotative meanings) while reading the poem “Identity”</p> <p>SWBAT analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts while reading “Identity”.</p> <p>SWBAT determine the theme or central idea from “Identity” and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>SWBAT use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events described in “Identity”.</p>	<p>Read the poem “Identity” and have students determine the significance to them and their constructed identities.</p> <p>Complete discussion questions following the reading of “Identity” along with a vocabulary check.</p> <p>Interpret lines of the poem in order to start collaborating on an “Identity” reflection poem of their own.</p>	<p>Critical Interpretation of poem is to be documented by completing all the activities associated with the website listed under resources.</p> <p>Summative Assessment Option 1</p>	<p>NJSLSA.R.4</p> <p>NJSLS.RL.8.2</p> <p>NJSLSW.8.4</p> <p>NJSLS.RL.8.1</p>
Novel Option 1: <i>The Narrative of the Life of Frederick Douglass</i>	4-5 Weeks	SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics read/reviewed in <i>The</i>	Introduce the novel with a biography of Frederick Douglass (lending into a multi-cultural activity/unit).	Watch a historical bio pic on Douglass/ Create a Web Quest with questions that follow. Use the link under resources.	<p>NJSLS.SL.8.1</p> <p>NJSLS.W.8.7</p> <p>NJSLS.RL.8.4</p>

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<p>(An 1845 memoir and treatise on abolition written by famous orator and former slave Frederick Douglass during his time in Lynn, MA)</p> <p>*** Also an option in Unit 7 ***</p>		<p><i>Narrative of the Life of Frederick Douglass.</i></p> <p>SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related to <i>The Narrative of the Life of Frederick Douglass.</i></p> <p>SWBAT determine the central idea of <i>The Narrative of the Life of Frederick Douglass</i> and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how <i>The Narrative of the Life of Frederick Douglass</i> makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>SWBAT cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences</p>	<p>Follow link to the Tour of Ellis Island which will help focus on immigration which plays a major role in the story.</p> <p>Read and discuss selected passages from the work and create conference circles on elected topics.</p> <p>Create Literary Journal for students to react to material being read in class, respond to questions and seek out information.</p> <p>Read and interpret a slave song and answer the following question: What is the purpose of these songs? Cultural relation by song...</p> <p>Complete discussion questions following each section along with a vocabulary check.</p> <p>Read aloud the short story entitled "Lullaby" which will provoke discussion about gender roles in the Native American Culture.</p>	<p>React to slave songs by writing reflection pieces in your literary journals.</p> <ul style="list-style-type: none"> - "Follow the Drinkin' Gourd" - "Go Down Moses" - "Let Us Break Bread Together" - "Swing Low, Sweet Chariot" <p>Utilizing "Lullaby", have students respond to questions that fulfill the requirements by connecting the two pieces.</p> <p>Summative Assessment Option 2</p>	<p>NJSLS.RL.8.3</p> <p>NJSLS.RL.8.1</p>
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		drawn from The Narrative of the Life of Frederick Douglass.			
<p>Novel Option 2: <i>Fahrenheit 451</i></p> <p>(A dystopian novel by American writer Ray Bradbury, published in 1953. It takes us on a journey through the eyes of the protagonist, Guy Montag. Self-discovery and redemption lead the way for this classic work.)</p> <p>*** Also an option for Unit 6 ***</p>	4-5 Weeks	<p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics read/reviewed in <i>Fahrenheit 451</i>.</p> <p>SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related to <i>Fahrenheit 451</i>.</p> <p>SWBAT determine the central idea of <i>Fahrenheit 451</i> and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how <i>Fahrenheit 451</i> makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>SWBAT cite the textual evidence that most strongly supports an</p>	<p>Read and discuss selected passages from the work and create conference circles on elected topics.</p> <p>Create Literary Journal for students to react to material being read in class, respond to questions and seek out information.</p> <p>Complete discussion questions following each section along with a vocabulary check.</p> <p>Investigate and respond to each of the three sections of the book and acknowledge the connecting tissues between each of them.</p> <p>Think about the question posed by Clarisse to Guy, "Are you happy?" This is a tough question that could be analyzed accordingly through discussion or written expression.</p>	<p>Interpret the sections of the novel while completing quizzes and tests associated with novel.</p> <p>Digest topics from novel through analysis and group discussion. (Technology and Stimulation)</p> <p>Tough Question: Create a written narrative/exposition piece on the topic of happiness and its true meaning</p> <p>Embrace the article in the resources section and respond through written/oral expression.</p> <p>Summative Assessment Option 2</p>	

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		analysis of what the text says explicitly as well as inferences drawn from <i>Fahrenheit 451</i> .	Read the article listed in the resources section that justifies Bradbury's accuracy about predictions and issues with technology.		
<p>Novel Option 3: <i>The Diary of a Young Girl</i></p> <p>(A book of the writings from the Dutch language diary kept by Anne Frank while she was in hiding for two years with her family during the Nazi occupation of the Netherlands. It is also known as The Diary of Anne Frank.)</p> <p>*** Also an option for Unit 6 ***</p>	4-5 Weeks	<p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics read/reviewed in <i>The Diary of a Young Girl</i>.</p> <p>SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related to <i>The Diary of a Young Girl</i>.</p> <p>SWBAT determine the central idea of <i>The Diary of a Young Girl</i> and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how <i>The Diary of a Young Girl</i> makes connections among and distinctions between individuals, ideas, or events (e.g., through</p>	<p>Read and discuss selected passages from the work and create conference circles on elected topics.</p> <p>For the literary journal piece, students can create a collection of "post-its" on one particular character and have a constant flow of analytical perspective with that character.</p> <p>Complete discussion questions following each section along with a vocabulary check.</p> <p>In association with the play, article in sources describes the significance of the play in regards to the human compass and discusses the true nature of the play.</p>	<p>Interpret the sections of the novel while completing quizzes and tests associated with novel.</p> <p>Digest topics from novel through analysis and group discussion. (Technology and Stimulation)</p> <p>Create an on-going creation that connects students to characters by showing a connection/response to actions and thoughts of characters.</p> <p>Utilize the article listed in the resources section to have students write a written response in relation to what was stated.</p> <p>Summative Assessment Option 2</p>	

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		<p>comparisons, analogies, or categories).</p> <p>SWBAT cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn <i>from The Diary of a Young Girl</i>.</p>			
<p>Novel Option 4: <i>Farewell to Manzanar</i></p> <p>(A book describing the experiences of Jeanne Wakatsuki and her family before, during, and following their imprisonment at the Manzanar concentration camp due to the United States government's internment of Japanese Americans during World War II.)</p>	4-5 Weeks	<p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics read/reviewed in <i>Farewell to Manzanar</i>.</p> <p>SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related to <i>Farewell to Manzanar</i>.</p> <p>SWBAT determine the central idea of <i>Farewell to Manzanar</i> and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how <i>Farewell to Manzanar</i> makes connections</p>	<p>Read and discuss selected passages from the work and create conference circles on elected topics.</p> <p>For the literary journal piece, students can create a collection of “post-its” on one particular character and have a constant flow of analytical perspective with that character.</p> <p>Complete discussion questions following each section along with a vocabulary check.</p> <p>Interpret and respond to each of the chapters associated and acknowledge the connecting tissues between each of the acts.</p>	<p>Interpret the sections of the novel while completing quizzes and tests associated with novel.</p> <p>Digest topics from novel through analysis and group discussion. (Technology and Stimulation)</p> <p>Utilize link from the resources section to complete a written assessment associated with the novel and the interview.</p> <p>Summative Assessment Option 2</p>	

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		among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). SWBAT cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from <i>Farewell to Manzanar</i> .	Utilize the link in the resources section to analyze the director's message from the book after viewing the interview.		
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

**Consistent with individual plans, when appropriate.*

- Students will be issued a graphic novel variation of the text if needed.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio tapes when applicable
- Allow for preferential seating within groups and whole class
- Allow for additional time on tests and quizzes
- Teacher made modifications on quiz and test questions.

Suggested Technological Innovations/ Use:

- Mini Papers to be types on Chrome Books/Laptops
- 8.1.8.E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8.F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

- 8.1.8.C.1: Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
- WebQuest
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Prezi
- 8.1.8.A.3: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
- Virtual Tour
- 8.1.8.C.1: Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

Cross Curricular/Social Studies Connections:

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
 - 6.2.12.A.4.c: Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
 - 6.2.12.D.1.e: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Cross Curricular/ 21st Century Connections:

- 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
 - 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
 - 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
 - 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
 - 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
 - 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 4: Writing An Argument

Summary of the Unit: In this unit, students will explore the different components that make up an effective argument and discover where we find examples of argument in real life. Both verbally through debate and classroom discussion and in writing, students will be asked to examine different scenarios, make claims about those scenarios, and then provide the evidence and reasoning needed to support their claims. This exploration will culminate in the creation of an argumentative essay on a self-selected and researched topic of interest where they will defend their claim with strong and appropriate evidence as well as provide counterclaims to address other sides of their issues.

Enduring Understanding:

- The ability to create an effective argument as well as to break down and analyze the arguments of others is a powerful skill needed to succeed in today's world.
- In order to stand a chance at influencing the opinion of a reader, an argument must contain evidence and reasoning to support that evidence – strong opinions and passionate writing alone are not enough.
- The stance that you start arguing for does not have to be the stance that you end with. Keeping an open mind while researching can allow writers to examine issues and topics in ways that may change what they previously believed.

Essential Questions:

- What components make up an effective argument and why is each important?
- How do I take a topic and determine what my stance on it is?
- How do I provide evidence and reasoning to support my claim?
- What role does research play in creating an effective argument?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit

- **Argumentative Essay:** Students will write an argumentative essay on a self-selected topic. The students will complete their own research to find the evidence they need to support their claim.

Resources:

Texts

- *Writing to Persuade* by Karen Caine
- *Teaching Argument Writing* by George Hillocks, Jr.

Articles

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- “Old Tactic Gets New Use: Public Schools Separate Girls and Boys”
<https://www.nytimes.com/2014/12/01/education/single-sex-education-public-schools-separate-boys-and-girls.html>
- “Boys and Girls Together, Taught Separately in Public School”
<https://www.nytimes.com/2009/03/11/education/11gender.html?rref=collection%2Ftimestopic%2FSingle-Sex%20Education&mtrref=www.nytimes.com>
- “Coed versus single -sex ed”
<http://www.apa.org/monitor/2011/02/coed.aspx>

Misc.

- Slip or Trip Scenario (Pg. 17 of *Teaching Argument Writing*)
<https://docs.google.com/document/d/18VsubNsH9PA6FUZ-mtV2QpNg5eYYLkK9GEzOkSy0bBk/edit?usp=sharing>
- The Lunchroom Murder Scenario (Pg. 31-32 of *Teaching Argument Writing*)
https://docs.google.com/document/d/1_Gg_rLj2TU6w74EURfb8a1Zt3hp4PPFLdYMvA-ExX6g/edit?usp=sharing
- The Case of the Dead Musician Scenario (Pg. 34-36 of *Teaching Argument Writing*)
<https://docs.google.com/document/d/1Qd6LIVhV3IExEgh0ulzI8HOPIjpQQ3Vf4JormM9QKa0/edit?usp=sharing>
- Great Mascot Debate Presentation
<https://docs.google.com/presentation/d/1vw2g8bueEo3JVEyIulPkbS6uv799yFuO72Ag7idEMHw/edit?usp=sharing>
- Giraffe Award Criteria (Pg. 115 of *Teaching Argument Writing*)
https://docs.google.com/document/d/1tjJBSLsJCYIA3hS_muLzd1oWjm60llhx6VOL7qjVLc/edit?usp=sharing
- Giraffe Award Scenarios
https://docs.google.com/document/d/1zgF0RUOE_uVXEZiZ6DES_DGMg9nr3sP4lhCQ2GM0yUo/edit?usp=sharing
- Curfew Conundrum Scenario
https://docs.google.com/document/d/1KJMzyfcF045MTjdWZ3BF_JbZMTDjACqZ0lB0O0aoj70/edit?usp=sharing

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- Parent Reasons – Curfew Conundrum Scenario

https://docs.google.com/document/d/19SaxaQLb_mrU_hULZIdeUAjul75OOpLxyvyIS6eSDyI/edit?usp=sharing

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
Introduction to Argument and Argument Specific Vocabulary	1-2 Days	<p>SWBAT write an argument of fact to support claims in an analysis of the Slip or Trip Scenario/The Lunchroom Murder Scenario/The Case of the Dead Musician., using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT write a report as though they were the investigator assigned to the case described in The Slip or Trip Scenario/The Lunchroom Murder Scenario/The Case of the Dead Musician.</p> <p>SWBAT read closely to determine what the case description from The Slip or Trip Scenario/The</p>	<p>1. Slip or Trip Scenario (Whole Group):</p> <ul style="list-style-type: none"> • Provide students with the picture and storyline of the Slip or Trip scenario. Students will play the role of investigators aiming to determine the truth of what happened. • Have displayed a chart with the labels Evidence, Rule, and Conclusion. Invite students to produce evidence that shows Queenie might be lying and model how to turn their explanation into a rule that supports their ideas. (Example: The evidence is that Arthur still has a glass in his hand. The rule is that when people fall down the stairs, they drop what they are holding to try and save themselves. The conclusion is that Queenie is probably lying about him falling down the stairs) • Label what the students have been doing using argument specific vocabulary. Students have made a claim by stating that Queenie is lying, have provided evidence to support their claim, and have provided the reasoning for why their evidence is valid by the creation of the rules and conclusions. <p>2. The Lunchroom Murder Scenario (Small Group)</p>	<p>Have students create a short report as though they were the investigators assigned to the case. They should provide the facts of the case and their conclusions about what has really happened supported by the evidence they have gathered. (<i>Slip or Trip Scenario</i>)</p> <p>Have small groups work together to create a short report detailing what has happened. They should make a case for who they believe the murderer is using evidence that they have gathered supported by their reasoning. (<i>The</i></p>	<p>NJSLS RI 8.1-6</p> <p>NJSLS RI 8.8</p> <p>NJSLS L8.5A-C</p>

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		<p>Lunchroom Murder Scenario/The Case of the Dead Musician says explicitly and to make logical inferences and relevant connections from it.</p> <p>SWBAT cite specific textual evidence when writing or speaking about The Slip or Trip Scenario/The Lunchroom Murder Scenario/The Case of the Dead Musician to support conclusions drawn from the text.</p>	<ul style="list-style-type: none"> • Provide students with the picture and storyline of The Lunchroom Murder Scenario. Students will again play the role of investigators aiming to discover the truth of what happened. • Students will practice the skills they learned in the whole group lesson by working with peers to submit an argument detailing who they believe the murderer is. <p>3. The Case of the Dead Musician Scenario (Independent Practice)</p> <ul style="list-style-type: none"> • This scenario can be used as an in class activity or as a homework assignment to gauge student mastery of making a claim and supporting that claim with evidence and reasoning. • Provide students with the picture and storyline of The Case of the Dead Musician Scenario. Students will again play the role of investigators aiming to discover the truth of what happened. • Students will gather evidence and provide reasoning for their claim of what really happened to Mr. Karazai. 	<p><i>Lunchroom Murder Scenario)</i></p> <p>Have students create a short report detailing what they believe really happened to Mr. Karazai using evidence they have gathered that is supported by their reasoning. (<i>The Case of the Dead Musician Scenario)</i></p>	
Additional Reasoning Practice	1-2 Days	SWBAT write an argument of judgement to support claims in an analysis of the Sayreville Bombers mascot, using valid reasoning	<p>1. The Great Mascot Debate</p> <ul style="list-style-type: none"> • Provide students with real life examples of different mascots, both normal and strange. • Have the students evaluate each mascot. • Have students work together to create a set of criteria for what makes a good mascot. 	Have students draft a short piece arguing whether or not the Sayreville Middle School mascot is a good mascot using the criteria created. (<i>The Great Mascot Debate)</i>	<p>NJSLS W.8.1 A-E</p> <p>NJSLS W8.4-8</p> <p>NJSLS W8.9.B</p>

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		<p>and relevant and sufficient evidence.</p> <p>SWBAT write a short piece arguing whether or not the Bomber is a good mascot using class created criteria.</p> <p>SWBAT write an argument of judgement to support claims in an analysis of a Giraffe Award candidate's eligibility, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT write a short piece arguing whether or not their candidate deserves to be given the Giraffe Award.</p> <p>SWBAT read closely to determine what their candidate's story says explicitly and to make logical</p>	<ul style="list-style-type: none"> • Come together as a class and share ideas to come up with a set of class criteria for a good mascot. • Using this set of criteria, students will make an argument of judgment, determining whether the Sayreville Middle School mascot is a good mascot for the school. <p>2. The Giraffe Awards</p> <ul style="list-style-type: none"> • Hand out a paper containing the information and criteria for the Giraffe Award. • Review the example of the man who received the award, going over how his actions met the criteria of the award. • Students will work in groups, with each group being given a different candidate to evaluate. The students will discuss each candidate and whether or not they meet the criteria for the award. • The students will write a short piece arguing whether or not their candidate meets the criteria for the Giraffe Award. 	<p>Have students write a short piece arguing whether or not their candidates should receive the Giraffe Award. (<i>The Giraffe Award</i>)</p>	<p>NJSLS W8.10</p> <p>NJSLS SL8.2-3</p> <p>NJSLS SL8.4-6</p> <p>NJSLS L8.1 A-D</p> <p>NJSLS L8.2 A-C</p> <p>NJSLS L8.3A</p>
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		<p>inferences and relevant connections from it.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from their candidate's story.</p>			
Persuasion vs. Argument/ Debate Preparation	1-2 Days	<p>SWBAT create a plan for how they would convince a parent/guardian to allow them to stay out past a set curfew.</p> <p>SWBAT revise their plan for how they would convince a parent/guardian to allow them to stay out past a set curfew to include proposed areas of research that would lend their argument credibility.</p> <p>SWBAT read closely to determine what an article says explicitly and to make logical</p>	<p>1. Curfew Conundrum Scenario (Argument vs. Persuasion)</p> <ul style="list-style-type: none"> • Hand out the Curfew Conundrum Scenario. • Students will work in small groups to brainstorm ideas about how to convince their parents/guardian to let them stay out pass their curfew. • Have students share the arguments and reasoning that they would use to try and persuade their parent/guardian, keeping track of student responses. • As a class, rank the reasons that have been given from most effective to least effective. • Share a list of reasons from the parent perspective with the students and have the students describe the difference between their reasoning and the reasoning used by the parents. Use their responses to help explain the difference between persuasion and argument. <p>2. Curfew Conundrum Redo</p>	<p>Have students keep track of their brainstorming</p> <ul style="list-style-type: none"> • When completed, have them go back and rank their ideas in order of what they feel will be most effective to least effective. <p>(<i>Curfew Conundrum Scenario</i>)</p> <p>Have students create a plan of how they would present their argument to a parent/guardian. Have them include what</p>	<p>NJSLS W.8.1 A-E</p> <p>NJSLS W8.4-8</p> <p>NJSLS W8.9.B</p> <p>NJSLS W8.10</p> <p>NJSLS SL8.2-3</p> <p>NJSLS SL8.4-6</p> <p>NJSLS L8.1 A-D</p> <p>NJSLS L8.2 A-C</p>

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		<p>inferences and relevant connections from it as they prepare for a whole class debate.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from the articles they have read to prepare for a whole class debate.</p>	<ul style="list-style-type: none"> Have students make a plan of how they would present their argument about having curfew extended to their parent/guardian if they were allowed to do research beforehand. Have them think about what kind of facts/research would help to strengthen their argument. <p>3. Preparation for Debate</p> <ul style="list-style-type: none"> Hand out any rules or procedures that you wish students to know or follow for the debate. Introduce the topic: Should classes in school be separated by gender? Have students jot down an answer to this question and keep it for the next day. Assign students to a side of the topic and pass out copies of articles about the topic. Allow students to begin reading the articles in class, focusing on finding evidence that will support their side of the topic. 	<p>research they would have to do and what kind of facts they would look for. (<i>Curfew Conundrum Redo</i>)</p> <p>Have students answer the following:</p> <ul style="list-style-type: none"> What is the difference between argument and persuasion? Why is it important to have facts in an argument? <p>(<i>Use as an Exit Ticket</i>)</p>	NJSLS L8.3A
Debate Day – Should classes in school be separated by gender?	1 Day	SWBAT present an argument to support claims in an analysis of gender separation in schools, using valid reasoning and relevant and sufficient evidence.	<p>1. Class Debate: Should classes in school be separated by gender?</p> <ul style="list-style-type: none"> Have students look at their initial response to the topic and have them answer the question again to see if their opinions changed based on the information they have read. Class Debate: Should classes in school be separated by gender? Debate Reflection 	<p>Have students write a reflection about the debate that includes the following:</p> <ul style="list-style-type: none"> What side were you on? What was your strongest piece of evidence? 	<p>NJSLS W.8.1 A-E</p> <p>NJSLS W8.4-8</p> <p>NJSLS W8.9.B</p>

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		<p>SWBAT write a reflection about their debate experience, analyzing what side was more effective at delivering their argument and what evidence was most effective.</p> <p>SWBAT prepare for and participate effectively in a debate about gender separation in schools with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SWBAT evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric while writing a reflection about the debate.</p> <p>SWBAT present information, findings, and supporting evidence such that listeners</p>		<ul style="list-style-type: none"> • What side do you think won? • What was the strongest piece of evidence provided by the opposing side? • Regardless of your assigned side, do you think classes in school should be separated by gender? Why? 	<p>NJSLS W8.10</p> <p>NJSLS SL8.2-3</p> <p>NJSLS SL8.4-6</p> <p>NJSLS L8.1 A-D</p> <p>NJSLS L8.2 A-C</p> <p>NJSLS L8.3A</p>
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		<p>can follow the line of reasoning while participating in a debate about gender separation in schools.</p> <p>SWBAT adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when while presenting their side during a debate.</p>			
Introduction to Argumentative Essay – Select a Topic and Make a Claim	1 Day	<p>SWBAT brainstorm about things that are import to them/bother them for three topics: school, home, and the country or world.</p> <p>SWBAT free write about one topic from each category in order to gain an idea of what they might be interested in writing about.</p> <p>SWBAT prepare for and participate</p>	<p>1. Introduction to the Argumentative Essay</p> <ul style="list-style-type: none"> Hand out and review the instructions and rubric for the argumentative essay. <p>2. Topic Brainstorming</p> <ul style="list-style-type: none"> The teacher will prepare three charts, labeled “School”, “Extracurricular/Home”, and “Country/World”. Together, the class will brainstorm issues that are important to them that fall under each heading. <ul style="list-style-type: none"> Example for School - Not being able to use cell phones in class. Example for Extracurricular/Home: Not being allowed to watch an R rated movie. 	<p>Have students select one topic from each list that they are interested in exploring further to free write about. (<i>Topic Exploration – Free Write</i>)</p> <p>Have students select a topic and write down a claim about the topic that they will then research. (<i>Initial Topic Selection and Claim</i>)</p>	<p>NJSLS W.8.1 A-E</p> <p>NJSLS W8.4-8</p> <p>NJSLS W8.9.B</p> <p>NJSLS W8.10</p> <p>NJSLS SL8.2-3</p> <p>NJSLS SL8.4-6</p>

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		effectively in a whole class brainstorming session with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> ○ Example for Country/World: The drinking age in the US being too high. <p>2. Topic Exploration – Free Write</p> <ul style="list-style-type: none"> • Have students pick one topic per list that they would like to explore in more detail. They will free write about each of the topics. <p>3. Initial Topic Selection and Claim</p> <ul style="list-style-type: none"> • Have students select the topic that they are most interested to write about and create an initial claim about the topic. • Have students select the topic that they found most interesting to write about. The students will create a preliminary claim about their topic. 		<p>NJSLS L8.1 A-D</p> <p>NJSLS L8.2 A-C</p> <p>NJSLS L8.3A</p>
Research and Topic Refinement	2-3 Days	<p>SWBAT write routinely over extended time frames (research/ reflection/ revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes related to their argumentative essay topic.</p> <p>SWBAT read closely to determine what an article says explicitly and to make logical</p>	<p>1. Research and Redefining</p> <ul style="list-style-type: none"> • Using district provided databases and resources students will research their chosen topics. • Students will look for evidence that can be used to defend their claim. • If needed, students may either redefine or revise their claim based on the research they have found. 	Have students create a research log where they keep track of useful articles they have found and the evidence those articles contain. (<i>Research and Redefining</i>)	<p>NJSLS W.8.1 A-E</p> <p>NJSLS W8.4-8</p> <p>NJSLS W8.9.B</p> <p>NJSLS W8.10</p> <p>NJSLS SL8.2-3</p> <p>NJSLS SL8.4-6</p>

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		<p>inferences and relevant connections from it when completing research for their argumentative essay.</p> <p>SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from an article they discovered while researching their argumentative essay topic.</p> <p>SWBAT determine the central ideas or themes of an article and analyze their development while completing research for their argumentative essay.</p> <p>SWBAT summarize the key supporting details and ideas of nonfiction articles while completing</p>			<p>NJSLS L8.1 A-D</p> <p>NJSLS L8.2 A-C</p> <p>NJSLS L8.3A</p> <p>NJSLS W8.7</p>
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		<p>research for their argumentative essay.</p> <p>SWBAT conduct short research projects to find articles and information about their argumentative essay topic, drawing on several sources and generating additional related questions that allow for multiple avenues of exploration.</p>			
Mini-Lessons and Work Periods	7 Days	<p>SWBAT write an argumentative essay to support claims in an analysis of a self-selected topic, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT produce a clear and coherent argumentative essay in which the development, organization, and style are appropriate</p>	<p>1. Mini-Lessons</p> <ul style="list-style-type: none"> • Through the use of Caine’s book, teachers can find lessons that can be used to address needed areas as they arise. Some helpful topics include: <ul style="list-style-type: none"> ○ Writing a Thesis Statement (Pgs. 86 – 89) ○ All Reasons are Not Created Equal (Pgs. 90 – 91) ○ Some Might Think: How to Write Counterarguments (Pgs. 96 – 98) ○ Lead That Capture the Reader’s Attention (Pgs. 123 – 124) ○ Smooth Transitions (Pgs. 131 – 133) ○ Call to Action (Pgs. 149 – 151) 	<p>Have students complete activities and work with examples from assorted mini-lessons as needed. <i>(Mini-Lessons)</i></p> <p>Students will write an argumentative essay on a self-selected topic. <i>(Work Periods)</i></p>	<p>NJSLS W.8.1 A-E</p> <p>NJSLS W8.4-8</p> <p>NJSLS W8.9.B</p> <p>NJSLS W8.10</p> <p>NJSLS SL8.2-3</p> <p>NJSLS SL8.4-6</p>

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		<p>to task, purpose, and audience.</p> <p>SWBAT develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (as guided by lessons found in Cain's book).</p> <p>SWBAT write routinely over extended time frames to produce a completed argumentative essay on a self-selected topic.</p> <p>SWBAT demonstrate command of the conventions of standard English grammar and usage while writing their argumentative essay.</p> <p>SWBAT demonstrate command of the conventions of</p>	<p>*** Mini-lessons start on page 19 and continue all the way to page 196. ***</p> <p>2. Work Periods</p> <ul style="list-style-type: none"> Students will work on writing their argumentative essays. During this time students should be drafting, editing, and revising with the aim to have a completed essay ready for submission by the assigned due date. 		<p>NJSLS L8.1 A-D</p> <p>NJSLS L8.2 A-C</p> <p>NJSLS L8.3A</p>
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		standard English capitalization, punctuation, and spelling when writing their argumentative essay.			
Suggested Modifications for Special Education, English Language Learners and Gifted Students: <ul style="list-style-type: none"> • Modifications for any individual student's IEP or 504 plan must be met. • Alter assignment length if necessary. • Aid in student research. • Provide additional mentor texts and examples. 					
Suggested Technological Innovations/ Use: <ul style="list-style-type: none"> • 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information. • 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources. • 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems. • Peer reviews are to be commented on mini papers through Google Documents <p>8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.</p>					
Cross Curricular/ 21st Century Connections: <ul style="list-style-type: none"> • 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. <ul style="list-style-type: none"> ○ 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. ○ 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions. ○ 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. ○ 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. ○ 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 					

Unit 5: An Introduction to Shakespeare, Sonnets, and Soliloquies

Summary of the Unit: This unit will focus on the study and interpretation of one of the most dynamic plays in the history of literature, *Romeo and Juliet*. Particular attention will be paid to the foundations that make up and encompass the play: sonnets, soliloquies, iambic pentameter, and many more dramatic terms and devices. Ultimately, this unit will all be about decoding Shakespeare and finding a way for students to interact with the writing of Shakespeare both intellectually and vocally. Through various activities including reading, writing, drawing, creating, critiquing, and analyzing, the student will be able to embrace Shakespeare for years to come.

Enduring Understanding:

- Shakespearean dramas and concepts serve as cultural capital/currency.
- Judgements and initial misinterpretations can lead to destructive consequences.
- Love is sometimes irrational-passion blinds us from true rational thought.
- Literature is Art and Art will forever imitate life.
- *Romeo and Juliet* is a classic piece of literature that withstands the test of time due to its undeniable message: LOVE IS REAL!

Essential Questions:

- What's in a name? How strong is a last name to a family's identity?
- What is true love?
- What is human nature?
- What is worth dying for?
- What is the big difference between what people say and what people do?
- What is cultural capital/currency?
- What makes a literary work timeless?
- What is a tragedy?
- How can you relate this play to today? Are there any connections that can be made?
- At what age does a person become old enough to make their own decisions on love?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit

- **Option 1:** Character Identification: Through a visual display-mosaic, have students pick and discuss one character from the play to embrace for this project. In this display, should be important lines of dialogue, impact on play, descriptors of the character and symbols identifying the

character through the literary work. In the past, roses have been a great template for this activity.

- **Option 2:** Physical/Vocal Identity to be demonstrated here: Memorize and perform in front of the class, a dramatic interpretation of a monologue/soliloquy/sonnet of their choice from the play. Group Style: Memorize and perform in front of the class, a dramatic interpretation of a scene of their choice.

Resources:

Texts

- *Romeo and Juliet*
 - There are three different versions of the play that teachers can choose from.
- “Free at Last! Our Childhood Is Over”
 - <https://www.poemsforfree.com/freet.html>
- Sonnet 18 (Shall I compare thee to a summer’s day)
 - <https://www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-compare-thee-to-a-summers-day>
- “The Brain on Love”
 - <https://opinionator.blogs.nytimes.com/2012/03/24/the-brain-on-love/>
- Reflection on the Balcony Scene
 - <http://theshakespeareblog.com/2014/03/romeo-and-juliets-balcony-scene/>

Film/Video

- *Romeo and Juliet* (1968)
 - This version remains true to the play.
- Shakespeare's Sonnets: Crash Course Literature 304
 - <https://www.youtube.com/watch?v=bDpW1sHrBaU&t=29s>
- What is SOLILOQUY? What does SOLILOQUY mean? SOLILOQUY meaning, definition & pronunciation

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- <https://www.youtube.com/watch?v=DMyTVGdVQr4>
- Romeo and Juliet Summaries - Nerdstudy
 - <https://www.youtube.com/playlist?list=PLQOP19YiQI6B0y1IBvtQJyBwJq01nMO0L>
 - These summaries will definitely help with breaking everything down.

Misc.

- Glossary of Dramatic Terms
 - http://www.oranim.ac.il/sites/heb/SiteCollectionImages/pictures/english/expression/Glossary_of_drama_Dramatic.pdf
- *Where's Romeo* by William Hatherell (Art best viewed after Act 4)
 - http://www.english.emory.edu/classes/Shakespeare_Illustrated/Hatherell.Romeo.html
- *The Reconciliation of the Montagues and Capulets* by Frederick Leighton (Art best viewed after Act 5)
 - http://www.english.emory.edu/classes/Shakespeare_Illustrated/Leighton.Romeo.html
- Site for Venice/Masquerade Ball WebQuest Information
 - <https://www.carnival-in-venice.eu/>

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
Introduction to Shakespeare (Sonnets/Soliloquies) Start off with the Sonnets/Soliloquies/ Iambic Pentameter Literary Terms Associated with Drama.	1-2 Weeks	SWBAT cite the textual evidence from sonnets and soliloquies that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Mapping our Journey: Classroom space will be used to organize reading and construct meaning within this unit. Provide chart paper to students with assigned essential question(s) for this text: have students write their initial thoughts to these question(s) and discuss as a whole class.	Student presentation of their initial analysis of their assigned essential question. Graphic organizers where students organize their notes when student groups present their initial analysis of the themes.	NJSLSA.RL.8.1-.5 NJSLS.RL.8.1-8.9 NJSLS: 8.1.A

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		<p>SWBAT analyze how particular lines of dialogue or incidents in sonnets and soliloquies propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases used in sonnets and soliloquies, including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in sonnets and soliloquies on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT determine the theme or central idea of sonnets and soliloquies and</p>	<p>As students read the play in class, have them write events and quotes on post- its and post it on the appropriate essential question.</p> <p>In another section of the classroom “map” (chart paper on the walls) out so students continually have a visual reference to the three families in the drama: House of Capulet, House of Montague and House of Escalus as well as the people of Verona. You may even want to break the class up into “house”/families for the reading of the text.</p> <p>In another section of the classroom post a word wall with common Shakespearean words and their meanings: start with the most common Shakespearean words and then add to this wall throughout the play.</p> <p>Mini-lesson on everyday language that we get from Shakespeare (handout).</p>	<p>5 post it requirement per student, per week on the essential questions in response to the reading.</p> <p><i>Romeo and Juliet</i> Critical Reading Journal - For every scene students should be given 2-3 quotes to select and to provide an analysis of character and conflicts in relationship to the essential questions of the play. Have students share journal entries regularly throughout their reading of the play, students can select several journal entries to finalize and add to their portfolios.</p> <p>For their first entry in their critical reading journals for the play have students write an original story using as many of the everyday language expressions that they can in their story. Have several students read their stories aloud in front of the class (handout).</p> <p>Kinesthetic activity: Students map their heart beat through a visual and linguistic representation. Pose these around</p>	
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		<p>analyze their development over the course of the text, including their relationship to the characters, setting, and plot.</p> <p>SWBAT come to discussions prepared, having read or researched material, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion while speaking about specific sonnets and soliloquies.</p>	<p>Mini-lesson on verse/iambic pentameter and stressed vs. unstressed lines (handout).</p> <p>Turn passages from “Romeo and Juliet” back into verse lines, partner activity, review as a class and look at the actual scene in the play.</p> <p>Assign students a passage, in groups they will turn assigned passage back into prose and post on chart paper. Students will present their assigned passage to the class. When these passages are read in the play the class will return to them.</p> <p>Have an ambitious student come up in front of the class and perform the Prologue. Participate in a close read of the prologue and annotate with the students.</p> <p>Along with all of this comes the study of two sonnets that are listed in the resources section.</p>	<p>the room, “The Verse of Our Hearts.” Students write 8-10 lines of their own in iambic pentameter.</p> <p>Guided practice: Completed passages reorganized back into verse.</p> <p>Independent Practice: Assigned passage completed with group presentation (handout). Each group will be assigned a different passage from the handout. Have students use their annotations from the in-class close reading to draw a representation of the prologue, labeled with quotes from the opening scene and questions created by the students about concerns raised by this opening scene in the reading. Have students consider, why Shakespeare would provide the “end” of the play in the beginning (additional critical reading journal entry).</p>	
<p><i>Romeo and Juliet - Act 1</i></p> <p>True Love vs Real Love.</p>	1-2 Weeks	SWBAT determine or clarify the meaning of unknown and multiple-meaning	Since Act 1 is all about meet/greet, have students identify key pieces of dialogue from each of the characters and plot them accordingly. A good idea would	With the lines of dialogue, one can create an informal writing assessment that can be used here in conjunction with the lines from the play.	<p>NJSLS.RL.8.4</p> <p>NJSLS.RL.8.5</p> <p>NJSLS.SL.8.6</p>

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<p>[This Act is made up of scenes that introduce the characters along the way with the conflict. It is important to look at the brotherhood here between Benvolio and Romeo here along with the relationship between the Nurse and Juliet as it seems extremely pronounced here. Along with this comes the fantastic meeting between Romeo and Juliet that happens to be at a masquerade party. Might want to talk about the masquerade party and where that developed from. In the end, we are left with Romeo contemplating his love and if it is worth it. In the end, we know it is. (Dramatic Irony)]</p>		<p>words or phrases found in <i>Romeo and Juliet</i>.</p> <p>SWBAT analyze in detail the structure of specific stanzas in <i>Romeo and Juliet</i>, including the role of particular sentences in developing and refining a key concept.</p> <p>SWBAT follow rules for critical discussions and decision-making based on development in <i>Romeo and Juliet</i>, and track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SWBAT adapt speech to a variety of contexts and tasks,</p>	<p>be to get analytical here and have students connect with themselves on what these lines mean to them as well.</p> <p>Complete discussion questions following each scene along with a vocabulary check.</p> <p>For a short writing assignment - have students come up with the name of the Act while taking into consideration all aspects and pieces here.</p> <p>In-Depth history of the Masquerade Ball which will require them to look into Venice and its origination.</p>	<p>Comprehension Checks - through questioning and recall.</p> <p>A Web Quest or background check of Venice and the history of the Masquerade Party.</p>	<p>NJSLS.SL.8.5</p>
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		demonstrating command of formal English when discussing <i>Romeo and Juliet</i> .			
<p><i>Romeo and Juliet</i> Act 2</p> <p>Well, this is the Act where Romeo and Juliet's love comes at us full-speed ahead. The famous balcony scene takes place here. Verona is another topic of discussion considering it still encompasses the true love of Romeo and Juliet to this day.</p> <p>Friar Lawrence also comes into play here as he becomes a factor when it comes to the two of them getting married.</p> <p>Mercutio's character also develops here...noting how vulgar he is and how fantastically odd he is.</p> <p>The Act ends with the two of them getting married.</p>	1-2 Weeks	<p>SWBAT analyze in detail the structure of specific stanzas in <i>Romeo and Juliet</i> including the role of particular sentences in developing and refining a key concept.</p> <p>SWBAT follow rules for critical discussions and decision-making based on development in <i>Romeo and Juliet</i>, and track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SWBAT analyze how differences in the points of view</p>	<p>Read and annotate Act 1 scenes as you read them - What does the dialogue reveal about the characters in each of these scenes? Pair share; small group discussion</p> <p>Mini-lesson on oxymorons. Provide examples to examine in terms of making meaning, through Shakespeare's use of this literary device. Please note that they can be located in Act 1 and 2 for the review.</p> <p>Complete discussion questions following each scene along with a vocabulary check.</p> <p>For a short writing assignment- have students come up with the name of the Act while taking into consideration all aspects and pieces here.</p> <p>Read and discuss the reflection piece on the balcony scene.</p>	<p>Analytical Analysis of the characters for development-focus especially on Mercutio. Why does Shakespeare put a character like Mercutio into this play? What role does he play? (1 page analysis)</p> <p>Comprehension Checks - through questioning and recall.</p>	<p>NJSLS.RL.8.5</p> <p>NJSLS.SL.8.5</p> <p>NJSLS.RL.8.6</p>

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		of the characters and the audience or reader in <i>Romeo and Juliet</i> creates such effects as suspense or humor.			
<p><i>Romeo and Juliet</i> Act 3</p> <p>Well, this is the Act where all of the bloodshed occurs. Tybalt and Mercutio both meet their demise while Romeo is left to be blamed for all that has gone wrong.</p> <p>In return, The Prince decides that it is best for Romeo to be exiled. This leaves Romeo questioning life and if it is all worth it.</p> <p>On the Capulet Side, Paris is confessing his love for Juliet and this comes at a very good time, considering that the family is coping with the loss of Tybalt. In doing so, Capulet agrees for</p>	<p>1 Week/1 Week for each act...could be longer but it depends on the art piece...etc</p>	<p>SWBAT determine the theme or central idea in <i>Romeo and Juliet</i> and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>SWBAT determine the meaning of words and phrases as they are used in <i>Romeo and Juliet</i>, including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices used in <i>Romeo and Juliet</i> have on meaning</p>	<p>Mini-lesson on soliloquy (see handouts) and other language devices used to increase dramatic effect. Also, review tone of voice, emphasis, gesture and facial expression. We can look at the definition and history of the term.</p> <p>Mini-lesson on verbal and dramatic irony: model how to analyze the different types of verbal irony through the use of content in Act III.</p> <p>Complete discussion questions following each scene along with a vocabulary check.</p> <p>For a short writing assignment- have students come up with the name of the Act while taking into consideration all aspects and pieces here.</p>	<p>Guided and independent practice of a close reading of Juliet's soliloquy. Identification of words that reveal her impatient desire.</p> <p>Comprehension Check here is through questioning and recall.</p> <p>William Hatherell, "Where's Romeo?" c. 1912 Act III, Scene iii: Romeo has just learned from the Friar that he is going to be banished.</p> <p>(The above can be a moment where the student has a writing assignment-words vs. images and the power between the two.) Which one is more effective and why?</p> <p>Identification of verbal and dramatic irony in excerpts from the play. Chart tone of voice, expressions and movement to convey the two types of irony</p>	<p>NJSLS.RL.8.2</p> <p>NJSLS.RL.8.4</p> <p>NJSLS.RL.8.6</p> <p>NJSLS.W.8.4</p>

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<p>Paris to marry his daughter.</p> <p>Upon hearing this news, Juliet goes against this order and the relationship between father/daughter is tested. Also, the nurse responds and also gets shut down. This is the moment in the play where the nurse loses her impact.</p> <p><i>Romeo and Juliet</i> Act 4</p> <p>In a nutshell, this Act is about the preparation of the plan to get Romeo and Juliet back united together. Juliet is to take a sleeping agent from Friar Lawrence while Romeo is to receive a letter from Mantua discussing the plan and how she will wake up accordingly. Act ends with Juliet to be buried...the joke is on everyone.</p>		<p>and tone, including analogies or allusions to other texts.</p> <p>SWBAT analyze how differences in the points of view of the characters and the audience or reader in <i>Romeo and Juliet</i> create such effects as suspense or humor.</p> <p>SWBAT use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events associated with reading <i>Romeo and Juliet</i>.</p>	<p>Mini-lesson on “art” and its relationship to literature. Examine as a class “Where’s Romeo” in relationship to Act III. Introduce art and its intense power, especially in relation to literature. Have students research some art works that they would use to be representative of each scene thus far.</p> <p>Through Act III and Act IV, develop an idea behind atmosphere and how it creates an overall impression of the play.</p> <p>For visual effects, have each student draw a canvas that expresses the nature of how Juliet is feeling after Paris proclaims his ability to marry her.</p>	<p>(scene between Juliet and her nurse.</p> <p>Staged dramatic presentation of an assigned passage for atmosphere to convey an intense feeling of time, place or emotional climate.</p> <p>Illustrate three images of death that terrify Juliet in Act IV, Scene iii, lines 30-58.</p>	
<p><i>Romeo and Juliet</i> Act 5</p>	<p>1 -2 Weeks ... Summative</p>	<p>SWBAT cite the textual evidence that most strongly</p>	<p>Complete discussion questions following each scene along with a vocabulary check.</p>	<p>Comprehension Check here is through questioning and recall</p>	<p>NJSLS.RL.8.1 NJSLS.RL.8.2</p>

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<p>Well, this is the part of the play where all the bad things that could happen, did happen. Juliet is sleeping while Romeo is buying a poison of his own to drink just in case he needs it. The letter from Friar Lawrence gets lost in the mail so to speak. We are left with a blood bath as Romeo kills Paris, then himself. Juliet wakes up and then kills herself knowing that Romeo is dead. The only two able to tell the story are Benvolio and the Friar and then the Prince declares peace amongst all families. Even in Shakespeare, great ending or not?</p>	<p>Assessment- Final Test on the play...etc.</p>	<p>supports an analysis of what <i>Romeo and Juliet</i> says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine the theme or central idea in <i>Romeo and Juliet</i> and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>SWBAT analyze the extent to which the 1968 film version of <i>Romeo and Juliet</i> stays faithful to or departs from the play, evaluating the choices made by the director or actors.</p> <p>SWBAT pose questions that connect the ideas of several speakers</p>	<p>Explore and critique the concluding speeches of Friar Lawrence and Benvolio based on their relationship to the two main characters.</p> <p>View the famous painting by Frederic Lord Leighton and evaluate it based on its significance. Make connections between the painting and the work.</p> <p>Review Excerpt, “The Brain on Love” and discuss relationship to the play.</p>	<p>Have students write an analysis of Friar Lawrence’s speech; how does he take responsibility for his part in the deaths of Romeo and Juliet? Who should ultimately be held responsible? Have students identify evidence for who should be held responsible and participate in a class debate.</p> <p>Frederic Lord Leighton. The Reconciliation of the Montagues and the Capulets over the Dead Bodies of Romeo and Juliet, 1853-55. Romeo and Juliet are the most famous pair of lovers in Western literature, but is their love real, or is it just infatuation? They make impulsive, life-altering decisions based on their love and end up losing their lives over relationship.</p>	<p>NJSLS.RL.8.9</p> <p>NJSLS.SL.8.1</p> <p>NJSLS.SL.8.3</p>
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		<p>and respond to others' questions and comments with relevant evidence, observations, and ideas while discussing <i>Romeo and Juliet</i>.</p> <p>SWBAT delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced while discussing <i>Romeo and Juliet</i>.</p>			
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

**Consistent with individual plans, when appropriate.*

- Students will be issued a Shakespeare Made Easy variation of the text if needed.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and clarify any directions given. ☐ Use of audio tapes when applicable.

- Allow for preferential seating within groups and whole class.
- Allow for additional time on tests and quizzes.
- Teacher made modifications on quiz and test questions.

Suggested Technological Innovations/ Use:

- Mini Papers to be types on Chrome Books/Laptops
- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/ 21st Century Connections:

- 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
 - 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
 - 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
 - 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
 - 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
 - 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 6: Struggling With the Power Shifts In Society: WAR WITH WORDS

Summary of the Unit: Society presents many struggles for the individual. From propaganda to politics, students these days pose questions about society and its establishments but receive very few answers in return. Through literature that presents the audience with a birds-eye view/perspective on how the government or power forces in our society project upon us what they want, readers can take what they learn and use it as strength to combat these forces. George Orwell and John Steinbeck are two of the authors that lead the way in this unit!

Enduring Understanding:

- The human mind is susceptible to manipulation on all levels. We as a people have shown this in history through many different landscapes. It is our goal as a culture and a society to avoid being manipulated at all costs and think for ourselves. Underneath the core of the written works presented in this unit is a “Warning Sign” to avoid manipulation and keep your eyes wide open. The teacher exposes the message and the students never forget it!

Essential Questions:

- What makes up a society?
- How does one avoid brainwashing and manipulation in the face of so many powerful agencies?
- What do you know about politics? What is your knowledge based on?
- What is the difference between a leader and a dictator?
- What is the number one force behind manipulation of man?
- Does history show us that manipulation by man cannot be avoided? Define “MAN” here.
- Should the Government be able to control the population?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit

- **Option 1:** “SYMBOL OF POWER”- Within these works are symbols that show us warning signs of bad to come within a work. Have students create a visual representation of the power shift and then explain the steps involved either through words or through art. This usually works best as a “partner” project. (See Provenza for Samples)
- **Option 2:** “How did this happen?” - A written piece relating to a time in history where political powers and man purely manipulated and brainwashed one another (Russian Revolution/Holocaust-Concentration Camps/Mussolini) The length of this project is up to interpretation considering research is involved, thus time is a factor.

Resources:

Texts

- *Animal Farm*
- *The Pearl*
- *The Giver*
- *Fahrenheit 451*
- *Diary of a Young Girl*

Videos

- 1954 animated version of *Animal Farm*
 - https://www.youtube.com/watch?v=kq_agNNGcA4
- *The Pearl*
 - <https://www.youtube.com/watch?v=rUSf9M0PZ8g>
 - The video does not play in restricted mode.

Misc.

- “A Hanging” by George Orwell
 - This is a great essay about power and taking things for granted and works as a good connection piece.
 - http://www.george-orwell.org/A_Hanging/0.html
- Biography of Joseph Stalin (For use with *Animal Farm*)
 - https://www.ducksters.com/biography/joseph_stalin.php
- Digital Copy of *The Pearl*
 - <https://www.ptbeach.com/cms/lib02/NJ01000839/Centricity/Domain/211/The-Pearl-John-Steinbeck.pdf>
- Teacher’s Guide for *The Pearl*
 - <http://www.penguin.com/static/pdf/teachersguides/pearl.pdf>
- Biography of John Steinbeck
 - <https://www.biography.com/people/john-steinbeck-9493358>

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
<p>Novel Option 1: <i>Animal Farm</i></p> <p>(<i>Animal Farm</i> is an allegorical novella by George Orwell, first published in England on 17 August 1945. According to Orwell, the book reflects events leading up to the Russian Revolution of 1917 and then on into the Stalinist era of the Soviet Union.)</p> <p>Novel Option 2: <i>The Pearl</i></p> <p>(<i>The Pearl</i> is a novella by American author John Steinbeck, first published in 1947. It is the story of a pearl diver, Kino, and explores man's nature as well as greed, defiance of societal norms, and evil.)</p>	4-5 Weeks including the summative assessment at the end of the unit.	<p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics read/reviewed in Unit 6 texts.</p> <p>SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain knowledge on topics related to Unit 6 texts.</p> <p>SWBAT determine the central idea of a Unit 6 text and analyze its development over</p>	<p>Read and discuss selected passages from the work and create conference circles on elected topics.</p> <p>Discuss and respond to each chapter of the book and acknowledge the connecting tissues between them.</p> <p>Complete discussion questions following each section along with a vocabulary check.</p> <p>View a film version of one of the texts looking for comparison between the novel version and the film version. (See the resources section for a link to film versions of <i>Animal Farm</i> and <i>The Pearl</i>)</p> <p>Identify and discuss the underlying symbolic elements of the novel and decipher their importance in regards to theme.</p> <p>Identify elements within the novel that reflect the true nature of the theme of this novel. (<i>The Pearl</i>)</p> <p>Read “A Hanging” (a political essay created by Orwell in response to his time in Burma) and analyze the essay based on themes of assimilation and greed.</p>	<p>Analyze and interpret the sections of the novel while completing quizzes and tests associated with the piece.</p> <p>Digest topics from novel through analysis and group discussion.</p> <p>Literary journals used to keep track of the development of power shifts and how they came to be in each novel.</p> <p>View the film version of the novel in discussion and respond with a written essay discussing similarities and differences between the two...what worked and what did not.</p> <p>Respond to the written selection, “A Hanging” by evaluating it based</p>	<p>NJSLS.RL.8.2</p> <p>NJSLSW.8.4</p> <p>NJSLS.RL.8.1</p> <p>NJSLS.SL.8.1</p> <p>NJSLS.W.8.7</p>

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<p>Novel Option 3: <i>The Giver</i></p> <p>(<i>The Giver</i> is a 1993 American young adult dystopian novel by Lois Lowry. It is set in a society which at first appears to be utopian but is revealed to be dystopian as the story progresses. The novel follows a 12-year-old boy named Jonas.)</p> <p>Novel Option 4: <i>The Diary of a Young Girl</i></p> <p>(A book of the writings from the Dutch language diary kept by Anne Frank while she was in hiding for two years with her family during the Nazi occupation of the Netherlands. It is also known as The Diary of Anne Frank.)</p> <p>*** Also an option for Unit 3 ***</p>		<p>the course of the text, including its relationship to supporting ideas.</p> <p>SWBAT analyze how a Unit 6 text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>SWBAT cite the textual evidence that most strongly supports an analysis of what a Unit 6 text says explicitly as well as inferences drawn from the text.</p> <p>SWBAT integrate and evaluate content related to Unit 6 texts presented with diverse media and formats, including visually and</p>	<p>Read the biography of John Steinbeck (see resources) and have students take notes and pose questions. (<i>The Pearl</i>)</p>	<p>on its connection to <i>Animal Farm</i>. (See resources)</p>	
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<p>Novel Option 4: <i>Fahrenheit 451</i></p> <p>(A dystopian novel by American writer Ray Bradbury, published in 1953. It takes us on a journey through the eyes of the protagonist, Guy Montag. Self-discovery and redemption lead the way for this classic work.)</p> <p>*** Also an option for Unit 3 ***</p>		<p>quantitatively, as well as with words.</p> <p>SWBAT evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a Unit 6 text stays faithful to or departs from the text or script.</p>			
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

*Consistent with individual plans, when appropriate.

- Students will be issued a graphic novel variation of the text if needed.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given.
- Use of audio tapes when applicable.
- Allow for preferential seating within groups and whole class.
- Allow for additional time on tests and quizzes.
- Teacher made modifications on quiz and test questions.

Suggested Technological Innovations/ Use:

- Mini Papers to be types on Chrome Books/Laptops

- 8.1.8.E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8.F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
 - 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
 - 8.1.8.C.1: Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
- Research: Russia
 - 8.2.8.D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/ 21st Century Connections:

- 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
 - 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
 - 9.1.8.E.4: There are ethical and unethical uses of communication and media
 - 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
 - 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
 - 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
 - 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

Unit 7: American Literature: Exploring Our History, Culture, and Society

Summary of the Unit: In this unit students will study a novel that takes them into our nation's past. Whether it be following an unlikely pair of runaways in the Antebellum South, trying to make it as migrant workers during the Great Depression, or struggling for freedom as a slave in Maryland, students will explore what life was like in the United States in a time and place that is not their own. As they form a clearer picture of America and its people during the time period of their novel, students will work to draw connections between the past and present in order to evaluate what lessons can be learned from the behaviors and actions of our past. By paying particular attention to the main characters of the novels they will also discover that while many things have changed from past to present, important aspects of the human condition will always survive the test of time. The unit will culminate in a presentation that asks students to, among other things, answer the question of why these stories are still important so many years after they were written.

Enduring Understanding:

- Through studying the actions of the past we can gain insight and understanding about the present.
- While time and circumstances may change, certain aspects of being human are universal.
- Although written a long ago, American Literature can help us discover who we were, who we are, and more importantly, who we should strive to be.

Essential Questions:

- How does learning about what society was like in the past help us in the present?
- What lessons can be learned from the behaviors and actions of our past?
- What aspects of humanity can we find in both the past and the present?
- Why are books written so long ago still relevant today?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit

- **Presentation:** Students will create a presentation that addresses the following:
 - What was the United States like during the time period of your novel?
 - How was the time period portrayed in your novel both similar to and different from today's society?
 - Why is this novel still relevant today?
 - What did you personally take away from this novel?

Resources:

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Texts

- *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass
- *Of Mice and Men* by John Steinbeck
- *The Adventures of Huckleberry Finn* by Mark Twain

*** These texts can be read as whole class, independently, or in collaborative groups using Literature Circle or Book Club protocols at the teacher's discretion ***

Articles

- “Prestigious Laura Ingalls Wilder Award Renamed Over Racial Insensitivity”
<https://www.nytimes.com/2018/06/26/books/laura-ingalls-wilder-book-award.html>

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
Novel Selection: <ul style="list-style-type: none"> • <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass • <i>Of Mice and Men</i> by John Steinbeck 	4-5 Weeks	SWBAT conduct short research projects (drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related to a selected Unit 7 novel.	1. A Blast From the Past: Building Background Knowledge <ul style="list-style-type: none"> • Students will work in groups to conduct research relevant to the background of the novel they will be studying. <ul style="list-style-type: none"> ○ Narrative of Frederick Douglass <ul style="list-style-type: none"> ▪ History of Slavery in Maryland ▪ Literacy and Slavery ▪ Author Study – Douglass ○ Of Mice and Men <ul style="list-style-type: none"> ▪ The Great Depression ▪ Migrant Workers ▪ Mental retardation ▪ Author Study – Steinbeck 	Have students create a short presentation to show off the results of their research. Have students annotate and analyze important quotes, passages, and chapters. Have students complete vocabulary checks.	NJSLS .RL.8.1. NJSLS .RL.8.2. NJSLS .RL.8.3. NJSLS .RL.8.4. NJSLS .RL.8.6. NJSLS .RL.8.10. NJSLS .RI.8.1. NJSLS .RI.8.2. NJSLS .RI.8.3.

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<ul style="list-style-type: none"> <i>The Adventures of Huckleberry Finn</i> by Mark Twain 	<p>SWBAT cite the textual evidence and make relevant connections that most strongly supports an analysis of what a selected Unit 7 novel says explicitly as well as inferences drawn from the text.</p> <p>SWBAT determine the theme or central idea of a selected Unit 7 novel 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.</p> <p>SWBAT analyze how particular lines of dialogue or incidents in a selected Unit 7</p>	<ul style="list-style-type: none"> ○ The Adventures of Huckleberry Finn <ul style="list-style-type: none"> ▪ The Antebellum South ▪ Controversy and Banned/Challenged Status ▪ Author Study – Twain <p>2. Novel Study</p> <ul style="list-style-type: none"> • For the novel selected the students will: <ul style="list-style-type: none"> ○ Annotate the text. ○ Respond to important quotes, passages, and chapters. ○ Study vocabulary. ○ Complete discussion questions. ○ Participate in class discussions. ○ Keep track of information that details what life, culture, and society was like in the time period of their novel. ○ Make connections between the past and the present. ○ Track relationships between characters and other people as well as society/culture. <p>3. Lessons/Activities</p> <ul style="list-style-type: none"> • Struggling With Our Past – Applying Today’s Standards to the Past <ul style="list-style-type: none"> ○ Hand out the article “Prestigious Laura Ingalls Wilder Award Renamed Over Racial 	<p>Have students complete discussion questions.</p> <p>Have students respond to the following question: Did the ALA make the correct call in changing the name of the award?</p> <p>Have students respond to the following question: Should we still be reading books that portray views and values that are no longer tolerated? What do we have to gain/lose by removing them?</p> <p>Have students respond to the following quote: “Those who cannot learn from history are doomed to repeat it.” – George Santayana.</p>	<p>NJSLS .RI.8.4. NJSLS .RI.8.10.</p> <p>NJSLS .W.8.4. NJSLS .W.8.6. NJSLS .W.8.7. NJSLS .W.8.8. NJSLS .W.8.10. NJSLS .SL.8.1. NJSLS .L.8.1.A-D NJSLS .L.8.2. A-C NJSLS .L.8.4. A-D NJSLS .L.8.5. A-C NJSLS .L.8.6. SOC.6.3.8.CS1 SOC.6.2.8.A.3.b SOC.6.1.8.D.4.a</p>
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		<p>novel propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SWBAT determine the meaning of words and phrases as they are used in a selected Unit 7 novel, including figurative and connotative meanings.</p> <p>SWBAT analyze the impact of specific word choices in a selected Unit 7 novel on meaning and tone, including analogies or allusions to other texts.</p> <p>SWBAT identify connections between the time period their novel is set in and the present.</p>	<p>Insensitivity” to students and have them read and annotate.</p> <ul style="list-style-type: none"> ○ Discuss the article and the ALA’s decision as a class. ○ Written Response: Did the ALA make the correct call in changing the name of the award? <ul style="list-style-type: none"> ● Making Connections: Article to Novel <ul style="list-style-type: none"> ○ Could the same argument that was made to change the name of the Laura Ingalls Wilder Award be made to challenge using the novel we are studying? <ul style="list-style-type: none"> ▪ Frederick Douglass <ul style="list-style-type: none"> ● Use of the n word ● Graphic depictions of slavery as an accepted practice. ▪ Of Mice and Men <ul style="list-style-type: none"> ● Use of the n word ● Insensitive portrayal of mental illness ▪ Huckleberry Finn <ul style="list-style-type: none"> ● Use of the n word ● Depictions of slavery as an accepted practice. ○ Written Response: Should we still be reading books that portray views and values that 		
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		<p>SWBAT explore the similarities and differences between the culture and society of the past and present.</p> <p>SWBAT write routinely over extended time frames (research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to a selected Unit 7 novel.</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about a selected Unit 7</p>	<p>are no longer tolerated? What do we have to gain/lose by removing them?</p> <ul style="list-style-type: none"> ○ Discuss responses with the class. ● Quote Analysis – “Those who cannot learn from history are doomed to repeat it.” – George Santayana <ul style="list-style-type: none"> ○ What does this quote mean? ○ How does this quote relate to our study of American Literature? ○ What lessons should we be learning from the novel we are studying so we don’t repeat them? <p>4. Summative Assessment</p> <ul style="list-style-type: none"> ● Students will create a presentation that explores the following questions: <ul style="list-style-type: none"> ○ What was the United States like during the time period of your novel? ○ How was the time period portrayed in your novel both similar to and different from today’s society? ○ Why is this novel still relevant today? ○ What did you personally take away from this novel? 		
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		<p>novel, building on others' ideas and expressing their own clearly.</p> <p>SWBAT determine the central idea of the "Prestigious Laura Ingalls Wilder Award Renamed Over Racial Insensitivity" article and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>SWBAT write a short argument on the following topic: Did the ALA make the correct call in changing the name of the award?</p> <p>SWBAT write a short argument on</p>			
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		<p>the following topic: Should we still be reading books that portray views and values that are no longer tolerated? What do we have to gain/lose by removing them?</p> <p>SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about the benefits/drawbacks of reading literature portraying views and values that are no longer tolerated, building on others' ideas and expressing their own clearly.</p> <p>SWBAT write routinely over extended time frames</p>			
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		<p>(research/reflection, metacognition/self-correction/revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to the benefits of American Literature and its impact on the present day.</p> <p>SWBAT create a presentation that covers the time period their novel is set in, the difference between that time period and the present day, why the novel is still relevant, and what they took away from the novel.</p>			
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students:</p> <ul style="list-style-type: none"> • Modifications for any individual student's IEP or 504 plan must be met. • Alter assignment lengths if necessary. • Provide additional examples of annotation and the signposts. • Allow additional time when in full class discussing for processing and discussion. 					

- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with teacher.
- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and whole class.

Suggested Technological Innovations/ Use:

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
 - 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
 - 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
 - Peer reviews are to be commented on mini papers through Google Documents
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Cross Curricular/ 21st Century Connections:

- 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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 - 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
 - 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
 - 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
 - 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
 - Social Studies:
- SOC.6.3.8.CS1
- SOC.6.2.8.A.3.b

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SOC.6.1.8.D.4.a
