English 8

Required

Sayreville Middle School

Full Year

Date Curriculum Approved/ Revised: July 2024 Dr. 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 about the development of a student's ability to communicate effectively through oration and writing as well as critically interact with a variety of text. Responding to diverse 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.

To implement this guide in a cohesive and comprehensive manner, the following general suggestions are provided:

- The use of various formative assessments is encouraged 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 give students the best chance to learn and grow based on their own strengths.
- Assessments should be varied and focused on instruction topics focused on in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans, Multilingual Lingual Learners, Gifted and Talented Identified, and those requiring other modifications such as 504 plan accommodations.

Unit 1: Close Reading and Interacting With Text

Content Area:Language ArtsCourse(s):Language Arts: GRADE 8Time Period:2024Length:Sample LengthStatus:Published

Summary of the Unit

In this unit, students will review close reading strategies that will help them think about and interact more deeply with the texts 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 Understandings

- Specific strategies can be used to enable 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

• 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
- "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

Unit Plan

Topic/	Suggest	General	Instructional Activities	Suggested	NJSLS
Selection	ed	Objectives		Benchmar	Standards

	Timelin			ks/	
	e per			Assessmen	
	topic			ts	
Introducti on to Annotatio n /		textual evidence and make	activities are suggested titles. Teachers may swap them out	Have students	L.VI.8.4 (A-C).
Contrast and Contradict ion Signpost		connections that most strongly supports an analysis of what "Harrison Bergeron"/ "The	list as desired. * 1. Introduction to Annotation • Class	Have students complete comprehens	RL.CI.8.2.
		Man" says explicitly as well as inferences drawn from the	on on Annotation	ion questions.	RL.CR.8.1.
		SWD A T	different types of annotation? o What benefits	Have students respond to	RL.IT.8.3.
		SWBAT determine a theme or central idea of "Harrison	does annotation give us? • What format should our	texts through various means	W.NW.8.3: (A-E).
		Bergeron"/ "The Man" and analyze its development	annotations take? 2. Teacher Modeling of	(open ended responses, journal	W.SE.8.6.
		over the course of the text, including its relationship to	Annotation (Suggested Text: "Harrison Bergeron" by Kurt Vonnegut)	entries)	W.WP.8.4.
		the characters, setting, and plot; provide an objective summary of the text.	 Hand out a copy of the story to all students. The teacher will read aloud and annotate the text in real time for 	Have students create a double- sided journal for	
		SWBAT analyze how particular lines of dialogue or incidents in	the students, explaining choices and thoughts as they go along.	the Contrasts and Contradicti on Signpost.	

		3. Student Annotation	
	Bergeron"/ "The	Practice	
	Man" propel the		
	action, reveal	• Students will finish	
	aspects of a	reading the end of the	
	character, or	text and annotate as	
	provoke a	they go.	
	decision.	• Students will sort their	
		own annotations,	
		looking to see if they	
		favored one type over	
	SWBAT	another. Students	
	determine the	should work to make	
	meaning of	a variety of	
	words and	annotations as they	
	phrases as they	read.	
	are used in	icau.	
		4. Comprehension Questions	
	Bergeron"/ "The	+. Comprehension Questions	
	Man," including	• Students will work in	
	figurative and		
	connotative	groups to answer	
		comprehension	
	meanings.	questions about the	
		text.	
		• The teacher will	
	SWBAT analyze	review answers with	
	the impact of	the class and have a	
	-	general discussion	
	specific word choices in	about the story.	
	"Harrison		
	Bergeron"/ "The		
	Man" on	5. Respond to Text	
	meaning and		
	tone, including	• Response Option:	
	analogies or	Having finished	
	allusions to	reading "Harrison	
	other texts.	Bergeron," should we	
		strive for a fair society	
		or an equal one?	
	SWBAT write		
	routinely over	6. Contrasts and	
	extended time	Contradictions (Suggested	
	frames	Text: "The Man" by Ray	
	(research/reflecti	Bradbury)	
	on,	,	
I			

metacognition/se If- correction/revisi on) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes relating to "Harrison Bergeron"/ "The Man." 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.	 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. Reading the Text 1st Read – General Annotation and Discussion Students will keep a log of their annotations as they read the text. Students will work in groups to answer comprehensio n questions about the text. The teacher will review answers with the class and have a general discussion about the text. 	
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• 2 nd Read – Contrast	
and Contradictions	
Double Sided Journal	
• Students will	
create a	
double-sided	
journal.	
• Left	
Side:	
Quote	
showin	
g the	
exampl	
e of	
Contra	
st and	
Contra	
diction	
S • Dicht	
Right Side:	
Answe	
r to the	
questio	
n	
"Why	
would	
the	
charact	
er act	
this	
way?"	
8. Respond to Text	
Response Option:	
Having looked closely	
at the characters in	
this story, do you	
believe we are meant	
to feel sorry for	
Captain Hart at the	
end?	

Aha	1	Week	SWBAT cite the	* All short stories listed with	Have	L.VI.8.4
Moment	1	WEEK		activities are suggested titles.		(A-C).
and Tough				Teachers may swap them out		(A-C).
-						
Questions				for other short stories on the	given texts.	
Signposts			connections that	list as desired. *		RL.CI.8.2.
			most strongly			RE.CI.0.2.
			supports an		Have	
			analysis of what	1. Aha Moment (Suggested	students	
			"The Veldt"/	Text: "The Veldt" by Ray		RL.CR.8.1.
					complete	
			sugs explicitly us	Bradbury)	comprehens	
			well as	• Deview the poster for	ion	
			inferences drawn	• Review the poster for	questions.	RL.IT.8.3.
			from the text.	the Aha Moment.		
				• Model the correct		
				format for annotating	Have	
				an Aha Moment,	students	W.NW.8.3:
			SWBAT	making sure that		(A-E).
			determine a	students know that	respond to the text	
			theme or central	they need to answer		
			idea of "The	the question that is	through	
			Veldt"/ "The	attached to the	various	W.SE.8.6.
			Visitor" and	signpost (How might	means	
			analyze its	this change things?),	(open	
			development	not just note that they	ended	
			over the course	found one.	responses,	W.WP.8.4.
			of the text,		journal	
			including its		entries)	
			relationship to			
			the characters,	2. Reading the Text		
			setting, and plot;	st	Have	
			provide an	• 1 st Read – General		
			objective	Annotation and	students	
			summary of the	Discussion	create a	
			text.	 Students will 	double-	
				keep a log of	sided	
				their	journal for	
				annotations as	the Aha	
			SWBAT analyze	they read the	Moment	
			how particular	text.	and Tough	
			lines of dialogue	○ Students will	Questions	
			or incidents in	work in groups	Signposts.	
			"The Veldt"/	to answer		
			"The Visitor"	comprehensio		
			propel the	n questions		
			action, reveal	about the text.		
			aspects of a			
	<u> </u>					

character, or	\circ The teacher	
provoke a	will review	
decision.	answers with	
	the class and	
	have a general	
	discussion	
SWBAT	about the text.	
determine the		
meaning of		
words and		
phrases as they	• 2 nd Read – Aha	
are used in "The	Moment Double	
Veldt"/ "The	Sided Journal	
Visitor,"	\circ Students will	
including	create a	
figurative and	double-sided	
connotative	journal.	
meanings.	Journal. ■ Left	
	Side:	
	Quote	
	showin	
SWBAT analyze		
the impact of	g the	
specific word	exampl e of an	
choices in "The	Aha	
Veldt"/ "The	Mome	
Visitor" on		
meaning and	nt	
tone, including	• Right	
analogies or	Side:	
allusions to	Answe	
other texts.	r to the	
	questio	
	n	
	"How	
SWBAT write	might	
routinely over	this	
extended time	change	
frames	things?	
(research/reflecti	"	
on,		
metacognition/se		
lf-		
correction/revisi	3. Respond to Text	
on) and shorter	• Basnonsa Ontion	
time frames (a	• Response Option:	
single sitting or	Who should we blame	
	for the events at the	

F.				
	a day or two) for			
	a range of tasks	kids, or the parents?		
	and purposes			
	relating to "The			
	Veldt"/ "The			
	Visitor."	4. Tough Questions		
		(Suggested Text: "The		
		Visitor" by Ray Bradbury)		
	SWBAT engage	• Review the poster for		
	effectively in a	Tough Questions		
	range of	Model the correct		
	collaborative	format for annotating		
	discussions	Tough Questions,		
	(one-on-one, in	making sure that		
	groups, and	students know that		
	teacher-led) with	they need to answer		
	diverse partners	the question that is		
	about "The	attached to the		
	Veldt"/ "The	signpost (What does		
	Visitor,"	this question make me		
	building on	wonder about?), not		
	others' ideas and			
	expressing their	found one.		
	own clearly.	Tound one.		
	own clearly.			
		5. Reading the Text		
		• 1 st Read – General		
		Annotation and		
		Discussion		
		• Students will		
		keep a log of		
		their		
		annotations as		
		they read the		
		text.		
		• Students will		
		work in groups		
		to answer		
		comprehensio		
		n questions		
		about the text.		
		\circ The teacher		
		will review		
		answers with		
<u> </u>	1			

the class and
have a general
discussion
about the text.
• 2 nd Read – Tough
Questions Double
Sided Journal
• Students will
create a
double-sided
journal.
■ Left
Side:
Quote
showin
g the
exampl
e of a
Tough
Questi
on.
• Right
Side:
Answe
r to the
questio
n
"What
does
this
questio
n make
me
wonder
about?
"
6. Respond to Text
Response Option:
How does this story
How does this story

Words of 1 Week SWBAT cite the * All short stories listed with Have L.V	
Words of 1 Work SWDAT site the * All there derive lists hereither U.	
Wands of 1 Wook SWDAT site the * All short staries lists desited with the	
Wands of 1 Wash SWDAT site the * All share staries lists densities U.	
Wonds of 1 Wools CWDAT side the * All share starting lists 1 with U.	
IWOTOS OF TE WEEK INWEAT CITE THE IS AT COMPANY STOPPED INCLUDED WITH THAVE TO THE VERY STOPPED TO THE STOPPED AT A STOPPE	/I.8.4
the Wiser textual evidence activities are suggested titles. students (A-C	
and Again and make Teachers may swap them out annotate the	-).
and Again relevant for other short stories on the given texts.	
Signposts connections that list as desired. *	
RL.	.CI.8.2.
supports an	
analysis of what Have	
"The Rocket"/ 1. Words of the Wiser students	
"The Rocket" (Suggested Text: "The complete RL.	.CR.8.1.
Man" says Rocket" by Ray Bradbury) comprehens	
explicitly as well ion	
• Review the poster for question	
drawn from the the Words of the answers.	IT.8.3.
text. Wiser Signpost	
Model the correct	
format for annotating W	NW.8.3:
Words of the Wiser, Have (A-F	
SWBAT making sure that students	
determine a students know that respond to	
theme or central they need to answer texts	
	SE.8.6.
Rocket"/ "The attached to the various	
Rocket Man" signpost (What is the means	
and analyze its life lesson and how (open	
development might it affect the ended W.V	WP.8.4.
over the course character?), not just responses,	
of the text, note that they found journal	
including its one. entries)	
relationship to	
the characters,	
setting, and plot:	
provide an 2. Reading the Text Have	
objective	
• 1 st Read – General Create a	
Annotation and double-	
Discussion sided	
• Students will journal for the Words	
keep a log of the Words	

SWBAT analyze		their	of the	
how particular		annotations as		
lines of dialogue		they read the	Again and	
or incidents in		text.	Again	
"The Rocket"/	0	Students will	Signposts.	
"The Rocket		work in groups		
Man" propel the		to answer		
action, reveal		comprehensio		
aspects of a		n questions		
character, or		about the text.		
provoke a	0	The teacher		
decision.		will review		
		answers with		
		the class and		
		have a general		
SWBAT		discussion		
determine the		about the text.		
meaning of				
words and				
phrases as they				
are used in "The	• 2^{nd} Real	ad – Words of		
Rocket"/ "The		ser Double-		
Rocket Man,"	Sided J			
including		Students will		
figurative and	0	create a		
connotative		double-sided		
meanings.		journal.		
		Journal. ■ Left		
SWBAT analyze		- Left Side:		
the impact of		Quote		
specific word		showin		
choices in "The				
Rocket"/ "The		g the		
Rocket Man" on		exampl		
meaning and		e of Words		
tone, including		Words		
analogies or		of the		
allusions to		Wiser		
other texts.		• Right		
		Side:		
		Answe		
		r to the		
SWBAT write		questio		
routinely over		n		
extended time		"What		
frames		is the		
(research/reflecti		life		

Rocket Man." SWBAT engage effectively in a range of collaborative discussions	 how might it affect the charact er?" 3. Respond to Text Response Option: Why is Fiorello Bodoni a good father? 4. Again and Again (Suggested Text: "The Rocket Man" by Ray Bradbury) Review the poster for the Again and Again Signpost Model the correct format for annotating Again and Again, data 	
	 2. Reading the Text 1st Read – General Annotation and Discussion 	

 Students will
keep a log of
their
annotations as
they read the
text.
 Students will
work in groups
to answer
comprehensio
n questions
about the text.
• The teacher
will review
answers with
the class and
have a general
discussion
about the text.
and Deed Assistant
• 2 nd Read – Again and
Again Double-Sided Journal
\circ Students will
create a
double-sided
journal.
• Left
Side:
Quote
showin
g the
exampl
e of
Again
and
Again
Right
Side:
Answe
r to the
questio
n "Why

		does this keep showin g up again and again?"		
		 3. Respond to Text Response Option: Is The Rocket Man a good person? 		
Memory Moment Signpost and Annotatin g Poetry	textual evidence and make relevant connections that most strongly	activities are suggested titles. Teachers may swap them out for other short stories on the		L.VI.8.4 (A-C). RL.CI.8.2.
	supports an analysis of what "Marionettes, Inc."/"The Raven" says explicitly as well as inferences drawn from the text.	 Memory Moment (Suggested Text: "Marionettes, Inc." by Ray Bradbury) Review the poster for the Memory Moment 	Have students complete comprehens ion question answers.	RL.CR.8.1. RL.IT.8.3.
	SWBAT determine a theme or central idea of "Marionettes, Inc."/ "The	Memory Moments, making sure that students know that they need to answer the question that is attached to the	students respond to texts through various means	W.NW.8.3: (A-E). W.SE.8.6.
	Raven" and analyze its development over the course of the text,		ended responses,	W.WP.8.4.

· 1 1· ·		· 1
including its		journal
relationship to	one.	entries)
the characters,		
setting, and plot;		
provide an		
objective	6	Have
summary of the		students
text.	• 1 st Read – General	create a
	Annotation and	double-
	Discussion	sided
		journal for
SWBAT analyze		the
how particular		Memory
lines of dialogue		Moment
or incidents in		
	they read the	Signpost.
"Marionettes,	text.	
Inc."/ "The	 Students will 	
Raven" propel	work in groups	
the action, reveal	to answer	
aspects of a	comprehensio	
character, or	n questions	
provoke a	about the text.	
decision.	\circ The teacher	
	will review	
	answers with	
	the class and	
SWBAT	have a general	
determine the	discussion	
meaning of		
words and	about the text.	
phrases as they		
are used in		
"Marionettes,	and —	
	• 2 nd Read – Memory	
Inc."/ "The	Moment Double	
Raven,"	Sided Journal	
including	○ Students will	
figurative and	create a	
connotative	double-sided	
meanings.	journal.	
	∎ Left	
	Side:	
	Quete	
SWBAT analyze	showin	
the impact of		
specific word	g the	
choices in	exampl	
"Marionettes,	e of	
 - /		

	Inc."/ "The	Memor	
	Raven" on	У	
	meaning and	Mome	
	tone, including	nt	
	analogies or	 Right 	
	allusions to	Side:	
	other texts.	Answe	
		r to the	
		questio	
		n	
	SWBAT write	"Why	
	routinely over	might	
	extended time	this	
	frames	memor	
	(research/reflecti		
	on,	y be	
	metacognition/se	import ant?"	
	lf-	ant?	
	correction/revisi		
	on) and shorter		
		3. Respond to Text	
	single sitting or	5. Respond to Text	
	a day or two) for	• Response Option: Did	
	a range of tasks	Braling have a	
		morally acceptable	
	and purposes	reason to have a	
	relating to	Marionette created?	
	"Marionettes,	Manonette created?	
	Inc."/ "The		
	Raven."		
		4. Annotating Poetry	
		(Suggested Text: "The	
	SWD AT angeogr	Raven" by Edgar Allan Poe)	
		Kaven by Eugar Allan Foe)	
	effectively in a	• Priofly review post-	
	range of	Briefly review poetry terms and concents	
	collaborative	terms and concepts	
	discussions	with students.	
	(one-on-one, in	• The teacher will read	
	groups, and	aloud and annotate the	
	teacher-led) with		
	diverse partners	real time for the	
	about	students, explaining	
	"Marionettes,	choices and thoughts	
	Inc."/ "The	as they go along.	
	Raven", building		
	on others' ideas		
	and expressing		
L	B		<u> </u>

			5. Reading the Text		
		clearly.	 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. 		
			6. Respond to Text		
			• Response Option: What is the mood of this poem? How does the author make us feel this way?		
Annotatin g Poetry and Nonfiction Annotatio	1 Week	textual evidence and makes	Continued (Suggested Text: "Annabel Lee" by Edgar Allan Poe)	Have students complete comprehens ion	L.VI.8.4 (A-C).
n		most strongly supports an analysis of what	• Students will keep a log of their annotations as they	question answers.	RL.CI.8.2.
		"Annabel Lee"/ "The Raven" says explicitly as well as	comprehension	Have students	RL.CR.8.1.
		inferences drawn from the text.	questions about the text.The teacher will	respond to texts through various	RL.IT.8.3.
		SWBAT determine a	general discussion about the text.	means (open ended	W.SE.8.6.
		theme or central idea of "Annabel Lee"/ "The	2. Respond to Text	responses,	W.WP.8.4.

Raven" and analyze its	Response Option: Compare and contract	journal
· ·	Compare and contrast	
development	"The Raven" and	
over the course	"Annabel Lee."	
of the text,		Have
including its		
relationship to		students
the characters,	3. Nonfiction Annotation	complete
setting, and plot;	(Suggested Text: Articles	the
provide an	from Achieve 3000)	Achieve300
objective		0 article's
summary of the	Briefly review	Thought
text.	nonfiction text	Question
	features and how they	
	can be annotated with	
	students.	
SWBAT analyze	• The teacher will read	
how particular	aloud and annotate the	
lines of dialogue	text in real time for	
or incidents in	the students,	
"Annabel Lee"/	explaining choices	
"The Raven"	and thoughts as they	
propel the	go along.	
action, reveal		
aspects of a	4. Reading the Text	
character, or		
provoke a	• Students will keep a	
decision.	log of their	
	annotations as they	
	read the text.	
	• Students will answer	
SWBAT	the multiple-choice	
determine the	questions that go with	
meaning of	the article.	
words and	• The teacher will	
phrases as they	review answers with	
are used in	the class and have a	
"Annabel Lee"/	general discussion	
"The Raven,"	about the text.	
including		
figurative and	5. Respond to Text	
connotative		
meanings.	Response Option:	
	Achieve 300 Thought	
	Question	
	E	1

the spe cho "A "T me tor ana	VBAT analyze impact of ecific word bices in nnabel Lee"/ he Raven" on aning and le, including alogies or usions to	
SV det cer an Ac and de	VBAT ermine the htral idea of article from hieve3000 d analyze its velopment er the course	
of inc rel suj pro ob	the text, luding its ationship to oporting ideas; ovide an fective nmary of the	
ho fro Ac ma col am dis bet ind ide	hieve3000 kes nections ong and tinctions ween lividuals, as, or events	
	g., through nparisons,	

analogies, or
categories).
SWBAT
determine the
meaning of
words and
phrases as they
are used in
articles from
Achieve3000,
including
figurative,
connotative, and
technical
meanings.
SWBAT analyze
the impact of
specific word
choices in
articles from
Achieve3000 on
meaning and
tone, including
analogies or
allusions to
other texts.
SWBAY write
responses to the
Thought
Questions from
Achieve3000
articles.
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"/Achieve			
		3000 articles,			
		building on			
		others' ideas and			
		expressing their			
		own clearly.			
Putting it	1 Week	<u> </u>	1. Summative Assessment	Have	L.VI.8.4
all		textual evidence		students	(A-C).
Together:		and make	• Close Reading	create a	(110).
Summativ		relevant	e	Close	
e		connections that		Reading	
Assessme		most strongly	students to show their		RL.CI.8.2.
nt		supports an	mastery of close		
		analysis of what	reading in both fiction		
		a Unit 1 text	and nonfiction. They		
		says explicitly as	will submit work		RL.CR.8.1.
		well as	related to a short		
		inferences drawn	story, an Achieve3000		
		from the texts.	article, and a poem.		
		from the texts.	• Short Story		RL.IT.8.3.
			Requirements		
			 Annota 		
		SWBAT	tions		RL.PP.8.5
		determine a	Answe		
		theme or central	rs to		
		idea from a Unit	compre		
		1 text and	hensio		W.SE.8.6.
		analyze its	n		
		development	questio		
		over the course	ns		
		of the text,	Achieve3000 Article		W.WP.8.4.
		including its	Requirements		
		relationship to	\circ Annotations		
		the characters,	• Multiple		
		setting, and plot;	choice answers		
		provide an	• Completed		
		objective	Thought		
		5	Question		
L			Question	<u> </u>	

summary of the	• Poem Requirements	
text.	 Annotations Answers to comprehensio 	
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.	n questions	
SWBAT determine the meaning of words and phrases as they are used in a Unit 1 text, including figurative and connotative meanings.		
SWBAT analyze the impact of specific word choices used in Unit 1 texts on meaning and tone, including analogies or allusions to other texts.		

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.
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.
SWBAT analyze
how a Unit 1
 text makes
connections
among and distinctions
between in dividue le
individuals,
 ideas, or events
(e.g., through
comparisons,
analogies, or
categories).

SWBAT
determine the
meaning of
words and
phrases as they
are used in a
Unit 1 text,
including
figurative,
connotative, and
technical
meanings;
incanings,
SWBAT analyze
the impact of
specific word
choices used in
Unit 1 texts on
meaning and
tone, including
analogies or
allusions to
other texts.
SWBAT write
routinely over
extended time
frames
(research/reflecti
on,
metacognition/se
lf-
correction/revisi
on) and shorter
time frames (a
single sitting or
a day or two) to
create a
Summative
Portfolio.

ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, includi allusions to other texts.
ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections support an analysis of multiple aspects of what a literary text says explicit inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through parti provide a summary of the text distinct from personal opinions or judgmer
ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shape or plot, how ideas influence individuals or events, or how characters influe events) across multiple text types, including across literary and informatic
ELA.RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose the use of different perspectives of the characters and that of the audienc created through the use of dramatic irony).
ELA.W.NW.8.3.A	Engage and orient the reader by establishing a context and point of view a narrator and/or characters; organize an event sequence that unfolds natu logically.
ELA.W.NW.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflec experiences, events, and/or characters.
ELA.W.NW.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequenc from one time frame or setting to another, and show the relationships an and events.
ELA.W.NW.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory l capture the action and convey experiences and events.
ELA.W.NW.8.3.E	Provide a conclusion that follows from and reflects on the narrated exper
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and stre as needed by planning, sustaining effort to complete complex writing task assistance, models, sources or feedback to improve understanding or refi focusing on how well purpose and audience have been addressed.
ELA.W.SE.8.6	Gather relevant information from multiple print and digital sources, using effectively; assess the credibility and accuracy of each source; and quote the data and conclusions of others while avoiding plagiarism and following format for citation.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

- 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 choose a partner or teacher may choose a partner to work with that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and whole class.

Suggested Technological Innovations/Use

- Effectively use digital tools to assist in gathering and understanding information.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material.
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.

Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to ac

Unit 2: Analytical Writing in the 21st Century

Content Area:Language ArtsCourse(s):Language Arts: GRADE 8

Time Period: Length: Sample Length Status: Published

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 Understandings

- Analytical writing is all around us and is being consumed and created at a voracious rate across many different types of platforms.
- The skills used in literary analysis are not applicable solely to literature; you can use those skills to analyze other texts.
- 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 an analysis that is authentic and meaningful?

• • How do I write an analytical article?

Summative Assessment and/or Summative Criteria

• 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 b Marchetti and Rebekah O'Dell
 - Chapter on Movie and Television Analysis (Pg. 168)
 - Chapter on Music Analysis (Pg. 178)
 - o Chapter on Sports Analysis (Pg. 191)
 - Chapter on Video Game Analysis (Pg. 204)
 - Chapter on Literary Analysis (Pg. 220)

Articles

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

Misc.

 Analytical Writing Vocabulary Sheet <u>https://docs.google.com/document/d/1qJ7IyUOy-TpWJQws5-ELZsJxgY_I3Qu5nNyEFwt-uzo/edit</u>

- Digital Reading Log Assignment Sheet <u>https://docs.google.com/document/d/1JkRzT8ZruHjMpaa0IA-CKnnOJUweexgu9HkLaRfrhQQ/edi</u>
- Copy of Research Tables
 - o 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?

• Text/Not a Text Chart (Also found on Pg. 65)

https://docs.google.com/document/d/1CB12e1JdDBD_SxwC8Q1UxiufL_J3vEoB5KTG62QEwmQ

Unit Plan

Topic/	Suggested	General	Instructional Activities	Suggested	NJS
Selection	Timeline	Objectives		Benchmarks/	Stan
	per topic			Assessments	

Introduction	1-2 Day	SWBAT read	1. What is analysis?	Have students	L.K
to Analysis		closely to	· · · · · · · · · · · · · · · · · · ·	respond to	B).
in the 21 st		determine what	• Have students answer the	questions	
Century		the article,	following questions?	about	
, j		"Writing Is the	• What does the word	analysis and	L.S
		Process of	analysis mean?	what it means	1
		Abandoning the	\circ What experience do	to them.	C).
		Familiar"/	you have with		
		"Layers of Fear	analytic writing?	(What is	
		Review: A Paint-	• How do you feel	analysis?)	L.V
		by-Numbers	about starting our		
		Horror Game	unit on analytic		
		That Can't	writing?	Have students	
		Capitalize on Its	\circ What do you think	annotate the	L.V
		Concept" says	of when I say the	article	E).
		explicitly and to	words analytic	"Writing Is	
		make logical	writing?	the Process of	
		inferences and	• Share student	Abandoning	RI.A
		relevant	responses with the	the Familiar"	
		connections from	class.	and answer	
		it.	2 "Writing Is the Dresses of	questions	
			2. "Writing Is the Process of	about the	RI.C
			Abandoning the Familiar"	text.	
		SWBAT cite	• Distribute text to students		
		specific textual	and have them read and	("Writing Is	
		evidence when	annotate.	the Process of	
		writing or	• Have students answer the	Abandoning	RI.I
		speaking to	following questions about	the	
		support	the text.	Familiar")	
		conclusions	\circ What about this text		W.I
		drawn from	is similar to other		W.I F).
		"Writing Is the	analytic writing that	Have students	Г <i>)</i> .
		Process of	you have done?	annotate the	
		Abandoning the	• What about this text	article Layers	
		Familiar"/	is different than	of Fear	W.F
		"Layers of Fear	other analytic	Review: A	
		Review: A Paint-	writing that you	Paint-by-	
		by-Numbers	have done?	-	
					1 117 0
		Horror Game		Numbers Horror Game	W.S

That Can't	• What does Anna	That Can't
Capitalize on Its	North have to say	Capitalize on
Concept".	about the Odyssey	Its Concept"
concept .	in this piece?	and answer
	• What does Anna	questions
	North have to say	about the
SWBAT	about writing in this	text.
determine central	piece?	
ideas or themes	• Review student	(" <u>Layers of</u>
of "Writing Is	answers.	Fear Review:
the Process of	Point out all the	A Paint-by-
Abandoning the	ways that this text is	Numbers
Familiar"/	an example of	Horror Game
"Layers of Fear	literary analysis,	That Can't
Review: A Paint-	even though it	Capitalize on
by-Numbers	doesn't feel like it.	Its Concept")
Horror Game	(Pg. 5-13 of Beyond	
That Can't	Literary Analysis	
Capitalize on Its	breaks down the	
Concept" and	piece and offers	
analyze their	talking points about	
development;	the text)	
summarize the	ine iext)	
key supporting	3. Not Only Literature	
details and ideas.	-	
	• Give students the following	
	definition: Authentic	
CWD AT model	analysis is a piece of	
SWBAT read	writing that explores a text.	
and comprehend	• Inform students that in this	
literary	day and age, people who	
nonfiction at	engage in analytic writing	
grade level text-	have broadened the	
complexity or	meaning of the word text.	
above, with	Give students the definition	
scaffolding as	of the word text, defining it	
needed.	as: Anything that has a	
	beginning, middle, and an	
	end and can be broken	
	down into smaller pieces.	
	1	

Exploring	2 Days	SWBAT write	1. Exploring Our Passions	Have students	L.F
Our		routinely over		create a heart	B).
Passions		extended time	• Inform students that they	map.	Т
		frames (research/	will spend two days	(Heant Mare)	$\begin{bmatrix} L \\ C \end{bmatrix}$
		reflection/	emerging themselves in	(Heart Map)	C).
		revision) and	what they are passionate		
		shorter time	about in order to find a		
		frames (a single	topic they might be	Have students	L.V
		sitting or a day	interested in writing about.	answer	
		or two) for a	2. Heart Map	questions to	
		range of		help them	RI.
		tasks/purposes related to their	• Have students create a	recall	
		passions/hobbies.	Heart Map by drawing a	childhood	
			large heart on a piece of	passions.	
			paper and then filling it	(Mine	RI.0
			with all the things that they	Childhood	
		SWBAT create a	care about and/or are	Experiences	
		Heart Map,	important to them.	Activity)	RI.I
		Zoomed in Heart			
		Map, and answer			
		questions about	3. Mine Childhood Experiences		1111111111111
		their childhood	Activity (Pg. 50-51 of Beyond	Have students	W.I
		to help them discover what	Literary Analysis)	create a zoomed in	F).
		they are	• Hove students ensure the	heart map to	
		passionate about.	• Have students answer the following questions to help	help focus on	
		Pubbionate about.	following questions to help students recall childhood	a specific	W.F
			passions.	interest in	
			• What did you want	more detail.	
		SWBAT read	to be when you		W.S
		closely to	grew up? (At three	(Zoomed in	
		determine what	or four? At nine or	Heart Map)	
		an article says	ten?)		
		explicitly and to	• What were your		
		make logical inferences and	favorite toys,	Have students	
		relevant	games, or activities?	create a	
		connections from	• What did you watch	digital	
		it when	over and over and	reading log	
		completing their	over again?	that will keep	

Digital Reading Log. SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from an article on their Digital Reading Log.	 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? 	track of the articles they have read and their commentary on them. (<i>Digital</i> <i>Reading Log</i>)
SWBAT determine central ideas or themes of an article and analyze their development while completing their Digital Reading Log. SWBAT summarize the key supporting details and ideas of nonfiction articles while completing their Digital Reading Log.	 4. Zoomed in Heart Map (Pg. 47- 48 of <i>Beyond Literary Analysis</i>) 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 topic. 5. Digital Reading Log (Adapted from the assignment on Pg. 52 – 56 of <i>Beyond Literary Analysis</i>) Students will spend the remainder of the first day and all of the second reading more about the topic that they find most interesting. 	

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.	 Students will keep a log of the articles they have read along with a short commentary for each article. Each log entry should include The article title A link to the article Their commentary on the article

Turning	1 Day	SWBAT write	1. What options are out there?	Have students	L.K
Passion Into		about and		Question-	B).
Product –		develop their	• Share possible topic options	Flood a	
What will I		topic by	with students. You can find	chosen topic	
analyze?		Question-	examples and mentor texts	that they are	
What do I		Flooding and	for various types of analysis	interested in	L.SS
want to		analyzing the	on the pages listed below.	analyzing.	C).
say?		Text or Not a	○ General Types of		
		Text Chart.	Analysis (Pg. 14)	(Question-	
			\circ Music and	Flooding	L.V
			Television Analysis	Your Topic)	
			(Pg. 177)		
		SWBAT write	• Music Analysis (Pg.		
		about their	189-190)	I Jours etc. 1 4	RI.
		chosen topic and	○ Sports Analysis (Pg.	Have students	
		claim to explain	202-203)	write a	
		why they have	○ Video Game	paragraph	RI.C
		selected it to	Analysis (Pg. 218-	about what	KI.C
		analyze.	219)	they are	
			 Literary Analysis 	analyzing,	
			(Pg. 236-237)	why they	RI.ľ
				chose it, and	
			*** Some of the mentor texts and	what their	
			forms displayed in the tables may	claim is going	
			be too advanced depending upon	to be.	W.Г
			the student and/or the level of the	Tania	F).
			class. Teachers can choose which	(Topic	
			parts of the tables to show students	Selection)	
			based on what will work best for		W.I
			their classes.		''''
					W.S
			2. Question-Flooding Your Topic		
			(Pg. 66 of <i>Beyond Literary</i>		
			Analysis)		
			• Howo students calent a taria		
			• 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.	
• How has	
impacted?	
• How does	
impact me?	
\circ What is the meaning	
behind?	
\circ How has	
changed over time?	
○ How is related	
to?	
\circ How else might we	
look at?	
\circ How does do	
?	
• Why does work	
this way?	
• Why does <u>have</u>	
this effect?	
3. Topic Selection	
• 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.	

Research –	2 Days	SWBAT read	1. A Place to Start	L.K
Finding		closely to		B).
Evidence		determine what	• Hand out and review with	
and Expert		an article says	students' tables filled with	
Mentors		explicitly and to	websites to aid in their	
		make logical	research. Tables include	L.SS
		inferences and	information for	C).
		relevant	\circ Movie and	
		connections from	Television Analysis	
		it when	 Music Analysis 	L.V
		researching their	 Sports Analysis 	
		topic.	○ Video Game	
			Analysis	
			 Literary Analysis 	RI.A
		SWBAT cite		
		specific textual		
		evidence when	2. Research	RI.C
		writing or	• Students will spend two	
		speaking to	• Students will spend two days researching their	
		support	chosen topics. They can	RI.I
		conclusions	search both for evidence to	
		drawn from an	use in their analysis as well	
		article while	as mentors who are writing	
		researching their	the same type of analysis as	
		topic.	they are.	W.F
				F).
		SWBAT		
		determine central		
		ideas or themes		W.R
		of an article and		W.S
		analyze their		
		development		
		while		
		researching their		
		topic.		

	SWBAT		
	summarize the		
	key supporting		
	details and ideas		
	of nonfiction		
	articles while		
	researching their		
	topic.		
	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.		
	or exploration.		

Mini-	8 Days	SWBAT produce	1. Mini-Lessons	Have students	L.]
Lessons and		a clear and		complete	B).
Work		coherent	• In Beyond Literary	activities and	
Periods		analytical article	Analysis, teachers can find	work with	
		in which the	both activities and	examples	T 4
		development,	examples of techniques to	from assorted	
		organization, and	help students in many	mini lessons	C).
		style are	different areas. These	as needed.	
		appropriate to	activities can become mini		
		task, purpose,	lessons for the whole class,	(Mini-	L.
		and audience.	small groups, or used when	Lessons)	
			conferencing with		
			individual students. Some		
			helpful topics include:	Ctorday (11	RI
		SWBAT develop	• Techniques for	Students will	
		and strengthen	Articulating Claims	write an	
		writing as	(Pgs. 79 – 82)	article which	- דת
		needed by	• This and	analyses a	RI.
		planning,	That	self-chosen	
		revising, editing,	 They Say, I 	text.	
		rewriting, or	Say	(Work	RI
		trying a new	 Shifts and 	(work Periods)	
		approach when	Changes	renous)	
		writing their	• Techniques for Discussing		
		analytical article.	Evidence (Pgs. $82 - 88$)		
			• Talk Back to		XX 7
			Evidence		W.
		SWD AT develor	 Introduce Evidence 		E).
		SWBAT develop	with Discussion		
		and strengthen	• Combine Evidence		
		writing as	and Discussion		W
		needed by	• Leads (Pgs. 103 – 113)		F).
		participating in	• Leads (Fgs. 105 – 115) • Sticky Note Choices		
		topic specific	• Claim Up Front		
		lessons and	-		
		activities.	• The Single		W
			Paragraph Claim		
		• The TA-DA! Claim			
		SWBAT write an	\circ Drop the Reader		TT 7
			into a Scene		W
		analytical essay			

about a self- selected, and researched topic. SWBAT demonstrate command of the conventions of standard English grammar and usage when writing their analytical article. SWBAT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing their analytical article.	 Make a Personal Connection Immerse the Reader in Media Artful Transitions (Pgs. 114 – 117) Use a Conjunction Make a Smooth Segway Question and Answer Paragraphing (Pgs. 117 – 124) One Idea: Multiple Paragraphs Mini Paragraphs List-a-Graphs (Paragraphs in List Form) Sections with Subheadings Sections with Subheadings Conclusions (Pgs. 124 – 128) Soft Echo End with an Image Zoom Out Tone/Voice (Pgs. 146 – 142, 146 – 147, 160 - 163) Tone Inquiry Tone Switch Voice Inquiry Tell the Truth Show Vulnerability Talk to Your Reader Revising Eliminate the Wishy-Washy
--	---

• Breaking the	
"Rules"	
 Sentend 	ce l
Fragme	nts
Start W	'ith a
Coordi	nating
Conjun	
Capital	
Letters	
Proper	
Nounin	
	0
2. Work Periods	
Students will work on writing	
analytic article. During this tin	ne
students should be drafting,	
editing, and revising with the	
to have a completed article re-	
for submission by the assigne	d due
date.	

ELA.L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.	
ELA.L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	
ELA.L.SS.8.1.B	Form and use verbs in the active and passive voice.	
ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.	
ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.	
ELA.L.SS.8.1.G	Recognize spelling conventions.	
ELA.L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
ELA.L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	
ELA.L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.	
ELA.L.VL.8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
ELA.L.VL.8.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
ELA.L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.	
ELA.RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.	

ELA.RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.			
ELA.W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.			
ELA.W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
ELA.W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.			
ELA.W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
ELA.W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.			
ELA.W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.			
ELA.W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
ELA.W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.			
ELA.W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
ELA.W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.			
ELA.W.IW.8.2.E	Establish and maintain a formal style/academic style, approach, and form.			
ELA.W.IW.8.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.			
ELA.W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

- 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

- Effectively use digital tools to assist in gathering and understanding information.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material.
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand the contextual flow of ideas.

Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:

• 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching

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

Content Area:Language ArtsCourse(s):Language Arts: GRADE 8Time Period:Ength:Length:Sample LengthStatus:Published

Summary of the Unit

One's place in this world is a 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 Understandings

• 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 tools could we use to help us build the bridge to assimilation?

Summative Assessment and/or Summative Criteria

- **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
 - $\circ\,$ 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_st Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJFHNPJSC66AVBG5Q%2F20180725%2Fus-west-2%2Fs3%2F Date=20180725T195553Z&X-Amz-Expires=30&X-Amz-SignedHeaders=host&X Signature=cd1f49f2ed510875a75540eebaa24871d3215fc84848cdd4af5361aab32e

Articles

- "Lullaby": A Native American Story by Leslie Silko (Use with *The Narrative of the Life of Frede* <u>http://www.webpages.uidaho.edu/engl484jj/SilkoLullaby001.pdf</u>
- "Why 'Fahrenheit 451' Is the Book for Our Social Media Age" (Use with *Fahrenheit 451*)
 <u>https://www.nytimes.com/2018/05/10/books/review/fahrenheit-451-ray-bradbury.html</u>
- The Significance of Anne Frank's Private Humanity (Use with *The Diary of Anne Frank*)

 <u>https://blog.bookstellyouwhy.com/the-significance-of-anne-franks-private-humanity</u>

Misc.

- Interactive Tour of Ellis Island

 <u>http://teacher.scholastic.com/activities/immigration/tour/index.htm</u>
- Anne Frank The Whole Story (Video to be used with *The Diary of Anne Frank*)

•

- o https://www.youtube.com/watch?v=3QJ7RbGG7mg
- Biography.com page on Frederick Douglass
- •
- o <u>https://www.biography.com/video/frederick-douglass-full-episode-2186641949</u>

Unit Plan

Topic/	Suggested	General	Instructional	Suggested	NJSLS
Selection	Timeline	Objectives	Activities	Benchmarks/	Standards
	per topic			Assessments	
"Identity" by	1-3 Days	SWBAT	Read the	Critical	RI.CI.8.2.
Noboa		determine the	poem	Interpretation of	
Polanco		meaning of	"Identity"	poem is to be	
		words and	and have	documented by	
		phrases	students	completing all the	RI.PP.8.5.
		(including	determine the	activities associated	
		figurative and	significance	with the website	
		connotative	to them and	listed under	RI.TS.8.4.
		meanings)	their	resources.	
		while reading	constructed		
		the poem	identities.		
		"Identity"		Summative	RL.CI.8.2.
			Complete		
			discussion	Assessment Option	
		SWBAT	questions	1	RL.CR.8.1.
			following the		
		analyze the	reading of		
		impact of	"Identity"		
		specific word choices on	along with a		SL.PE.8.1.A.
			vocabulary		
		meaning and	check.		
		tone,	Intonnat		W.RW.8.7.
		including	Interpret		·····
		analogies or	lines of the		

allusions to	poem in	
other texts	order to start	
while reading	collaborating	W.WP.8.4.
"Identity".	on an	
	"Identity"	
	reflection	
	poem of their	
SWBAT	own.	
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.		
-		
SWBAT use		
precise words		
and phrases,		
relevant		
descriptive		
details, and		
sensory		
language to		
capture the		
action and		
convey		
experiences		
and events		
	L	

		described in			
		"Identity".			
Novel	4-5	SWBAT	Introduce the	Watch a historical	RI.CI.8.2.
Option 1:	Weeks	engage	novel with a	bio pic on	
The		effectively in	biography of	Douglass/ Create a	
Narrative of		a range of	Frederick	Web Quest with	RI.PP.8.5.
the Life of		collaborative	Douglass	questions that	KI.FF.0.J.
Frederick		discussions	(lending into	follow. Use the link	
Douglass		(one-on-one,	a multi-	under resources.	
		in groups,	cultural		RI.TS.8.4.
		and teacher-	activity/unit).		
(An 1845		led) with		Ponot to clave conge	
memoir and		diverse	Follow link	React to slave songs by writing	
treatise on		partners on	to the Tour of	reflection pieces in	RL.CI.8.2.
abolition		topics	Ellis Island	your literary	
written by		read/reviewed	which will	journals.	
famous		in The	help focus on		RL.CR.8.1.
orator and		Narrative of	immigration	- "Follow the	
former slave		the Life of	which plays a	Drinkin' Gourd"	
Frederick		Frederick	major role in		
Douglass		Douglass.	the story.	- "Go Down	SL.PE.8.1.A.
during his			Read and	Moses"	
time in Lynn,			discuss	- "Let Us Break	
MA)		SWBAT	selected	Bread Together"	W.RW.8.7.
,		conduct short	passages	breau rogemer	
*** Also an		research	from the	- "Swing Low,	
option in		projects	work and	Sweet Chariot"	W.WP.8.4.
Unit 7 ***		(drawing on	create		W.WP.0.4.
		several	conference		
		sources and	circles on		
		generating	elected	Utilizing "Lullaby",	
		additional	topics.	have students	
		related,		respond to	
		focused	Create	questions that fulfill	
		questions that	Literary	the requirements by	
		allow for	Journal for	connecting the two	
		multiple	students to	pieces.	
		avenues of	react to		
		exploration)	material		

4	1	C
to gain	being read in	Summative
background	class,	Assessment Option
knowledge on	respond to	2
topics related	questions and	
to The	seek out	
Narrative of	information.	
the Life of	D 1 1	
Frederick	Read and	
Douglass.	interpret a	
	slave song	
	and answer	
	the following	
SWBAT	question:	
determine the	What is the	
central idea	purpose of	
of The	these songs?	
Narrative of	Cultural	
the Life of	relation by	
Frederick	song	
Douglass and		
analyze its	Complete	
development	discussion	
over the	questions	
course of the	following	
text,	each section	
including its	along with a	
relationship	vocabulary	
to supporting	check.	
ideas.		
	Read aloud	
	the short	
SWBAT	story entitled	
analyze how	"Lullaby"	
The Narrative	which will	
of the Life of	provoke	
Frederick	discussion	
Douglass	about gender	
makes	roles in the	
connections	Native	
among and		

		distinctions	American		
		between	Culture.		
		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			
		The Narrative			
		of the Life of			
		Frederick			
		Douglass.			
Novel	4-5	SWBAT	Read and	Interpret the	RI.CI.8.2.
Option 2:	Weeks	engage	discuss	sections of the	1
Fahrenheit		effectively in	selected	novel while	
451		a range of	passages	completing quizzes	
		collaborative	from the	and tests associated	RI.PP.8.5.
		discussions	work and	with novel.	
		(one-on-one,	create		
(A dystopian		in groups,	conference		RI.TS.8.4.
novel by		and teacher-	circles on		NI.15.0.4.
American		led) with	elected	Digest topics from	
writer Ray		diverse	topics.	novel through	
Bradbury,		partners on	10p103.	analysis and group	RL.CI.8.2.
published in				discussion.	

1953. It takes	topics	Create	(Technology and	
us on a	read/reviewed	Literary	Stimulation)	
journey	in <i>Fahrenheit</i>	Journal for	Sumulation	RL.CR.8.1.
through the	451.	students to		
eyes of the	431.	react to		
protagonist,		material	Tough Question:	
Guy Montag.		being read in	Create a written	
Self-	SWBAT	class,	narrative/exposition	SL.PE.8.1.A.
	conduct short	,	piece on the topic of	
discovery and	research	respond to	happiness and its	
	projects	questions, and seek out	true meaning	W.RW.8.7.
redemption	(drawing on			vv . Ivv .0.7.
lead the way for this	several	information.		
	sources and	Complete		
classic work.)	generating	discussion	Embrace the article	W.WP.8.4.
	additional	questions	in the resources	
	related,	following	section and respond	
*** Also an	focused	each section	through written/oral	
option for	questions that	along with a	expression.	
Unit 6 ***	allow for	vocabulary		
	multiple	check.		
	avenues of		Summative	
	exploration)	Investigate	Assessment Option	
	to gain	and respond	2	
	background	to each of the		
	knowledge on	three sections		
	topics related	of the book		
	to Fahrenheit	and		
	451.	acknowledge		
		the		
		connecting		
	SWBAT	tissues		
	determine the	between each		
	central idea	of them.		
	of <i>Fahrenheit</i>			
	451 and	Think about		
		the question		
	analyze its	posed by		
	development over the	Clarisse to		
		Guy, "Are		
	course of the	you happy?"		

text,	This is a	
including its	tough	
relationship	question that	
to supporting	could be	
ideas.	analyzed	
	accordingly	
	through	
	discussion or	
SWBAT	written	
analyze how	expression.	
Fahrenheit		
451 makes	Read the	
connections	article listed	
among and	in the	
distinctions	resources	
between	section that	
individuals,	justifies	
ideas, or	Bradbury's	
events (e.g.,	accuracy	
through	about	
comparisons,	predictions	
analogies, or	and issues	
categories).	with	
	technology.	
SWBAT cite		
the textual		
evidence that		
most strongly		
supports an		
analysis of		
what the text		
says		
explicitly as		
well as		
inferences		
drawn from		
Fahrenheit		
451.		

Novel	4-5	SWBAT	Read and	Interpret the	RI.CI.8.2.
Option 3:	Weeks	engage	discuss	sections of the	
The Diary of		effectively in	selected	novel while	
a Young Girl		a range of	passages	completing quizzes	
		collaborative	from the	and tests associated	RI.PP.8.5.
		discussions	work and	with novel.	
(A book of the writings		(one-on-one, in groups, and teacher-	create conference circles on		RI.TS.8.4.
from the		led) with	elected	Digest topics from	
Dutch language		diverse	topics.	novel through analysis and group	RL.CI.8.2.
diary kept by Anne Frank		partners on topics	For the	discussion. (Technology and	
while she was in hiding for two years		read/reviewed in <i>The Diary</i> of a Young	literary journal piece, students can	Stimulation)	RL.CR.8.1.
with her family during the Nazi occupation of the		<i>Girl.</i> SWBAT conduct short	create a collection of "post-its" on one particular character and have a	Create an on-going creation that connects students to characters by	SL.PE.8.1.A.
Netherlands. It is also known as		research projects (drawing on several	constant flow of analytical perspective	showing a connection/response to actions and thoughts of	W.RW.8.7.
The Diary of Anne Frank.)		sources and generating additional	with that character.	characters.	W.WP.8.4.
*** Also an option for Unit 6 ***		related, focused questions that allow for multiple avenues of exploration) to gain background knowledge on topics related	Complete discussion questions following each section along with a vocabulary check.	Utilize the article listed in the resources section to have students write a written response in relation to what was stated.	

<u>г</u> ,	—	.	~ .	
	to The Diary	In association	Summative	
	of a Young	with the play,	Assessment Option	
	Girl.	article in	2	
		sources		
		describes the		
	SWBAT	significance		
	determine the	of the play in		
	central idea	regard to the		
		human		
	of <i>The Diary</i>	compass and		
	<i>of a Young</i> <i>Girl</i> and	discusses the		
		true nature of		
	analyze its	the play.		
	development			
	over the			
	course of the			
	text,			
	including its			
	relationship			
	to supporting			
	ideas.			
	SWBAT			
	analyze how			
	The Diary of			
	a Young Girl			
	makes			
	connections			
	among and			
	distinctions			
	between			
	individuals,			
	ideas, or			
	events (e.g.,			
	through			
	comparisons,			
	analogies, or			
	categories).			

Novel Option 4: Farewell to Manzanar (A book describing the experiences of Jeanne Wakatsuki and her	4-5 Weeks	SWBAT cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from The Diary of a Young Girl. SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on topics	Read and discuss selected passages from the work and create conference circles on elected topics. For the	Interpret the sections of the novel while completing quizzes and tests associated with novel. Digest topics from novel through analysis and group discussion. (Technology and	RI.CI.8.2. RI.PP.8.5. RI.TS.8.4. RL.CI.8.2.
describing the experiences of Jeanne		in groups, and teacher- led) with diverse partners on	conference circles on elected topics.	novel through analysis and group	RL.CI.8.2.
before, during, and following their imprisonment at the Manzanar concentration camp due to		Manzanar. SWBAT conduct short research projects (drawing on	students can create a collection of "post-its" on one particular character and have a constant flow of analytical	Utilize link from the resources section to complete a written assessment associated with the	RL.CR.8.1. SL.PE.8.1.A. W.RW.8.7.

the United	several	perspective	novel and the	
States	sources and	with that	interview.	
government's	generating	character.		W.WP.8.4.
internment of	additional			
	related,			
Japanese Americans	focused		Summative	
during World	questions that	Complete	Assessment Option	
War II.)	allow for	discussion	2	
	multiple	questions		
	avenues of	following		
	exploration)	each section		
	to gain	along with a		
	background	vocabulary		
	knowledge on	check.		
	topics related			
	to Farewell to			
	Manzanar.	Interpret and		
		respond to		
		each chapter		
		associated		
	SWBAT	and		
	determine the	acknowledge		
	central idea	the		
	of Farewell	connecting		
	to Manzanar	tissues		
	and analyze	between each		
	its	act.		
	development			
	over the course of the			
	text,			
	including its	Utilize the link in the		
	relationship			
	to supporting	resources section to		
	ideas.	analyze the		
		director's		
		message		
		from the		
	SWBAT	book after		
	analyze how			
	Farewell to			

Manzanar	viewing the	
makes	interview.	
connections		
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		
Farewell to		
Manzanar.		

ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant		
	connections to strongly support an analysis of multiple aspects of what a		
	literary text says explicitly as well as inferences drawn from the text.		
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal		
	opinions or judgments.		

ELA.RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
ELA.RI.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.SL.PE.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SOC.6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
SOC.6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
	Political and civil institutions impact all aspects of people's lives.

Suggested Modifications for Special Education, ELL 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, teachers 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 choose a partner or teacher may choose a partner to work with 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
- The teacher made modifications on quiz and test questions.

Cross Curricular/Social Studies/Career Readiness, Life Literacies, and Key Skills 9.4:

Cross Curricular/Social Studies Connections:

- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life

• 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social

Structures of classic civilizations.

- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Suggested Technological Innovations/Use

- Utilize Chrome Books/Laptops to complete mini-papers available for immediate editing and revis
- Utilize Digital tools and other technological environments to support the learning process and fos or global issues and problems.
- Utilize Digital tools and environments to help support the learning process and foster collaboration issues and problems.
- Utilize different sources of information in relation to the Unit Content through various backgroun material
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension ar fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand t

Unit 4: Writing An Argument

Language Arts
Language Arts: Grade 8
Sample Length
Published

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 Understandings

- 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

• Argumentative Essay: Students will write an argumentative essay on a selfselected 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

- "Old Tactic Gets New Use: Public Schools Separate Girls and Boys" <u>https://www.nytimes.com/2014/12/01/education/single-sex-education-public-schools-separate-</u>
- "Boys and Girls Together, Taught Separately in Public School" <u>https://www.nytimes.com/2009/03/11/education/11gender.html?rref=collection%2Ftimestopic</u> <u>Sex%20Education&mtrref=www.nytimes.com</u>
- "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*) <u>https://docs.google.com/document/d/18VsubNsH9PA6FUZ-</u> mtV2QpNg5eYYLkK9GEzOkSy0bBk/edit?usp=sharing
- The Lunchroom Murder Scenario (Pg. 31-32 of *Teaching Argument Writing*) <u>https://docs.google.com/document/d/1_Gg_rLj2TU6w74EURfb8a1Zt3hp4PPFLdYMvA-ExX</u>
- The Case of the Dead Musician Scenario (Pg. 34-36 of *Teaching Argument Writing*) https://docs.google.com/document/d/1Qd6LIVhV3IExEgh0ulzI8HOPijpQQ3Vf4JormM9QKat

- Great Mascot Debate Presentation <u>https://docs.google.com/presentation/d/1vw2g8bueEo3JVEyIulPkbS6uv799yFuO72Ag7idEMI</u>
- Giraffe Award Criteria (Pg. 115 of *Teaching Argument Writing*) https://docs.google.com/document/d/1tjJBSLsJCYIA3hS_muLzd1oWjm60llhx6VOL7qjVLc
- Giraffe Award Scenarios <u>https://docs.google.com/document/d/1zgF0RUOE_uVXEZiZ6DES_DGMg9nr3sP4lhCQ2GM</u>
- Curfew Conundrum Scenario <u>https://docs.google.com/document/d/1KJMzyfcF045MTjdWZ3BF_JbZMTDjACqZ0lB0O0aoj</u>
- Parent Reasons Curfew Conundrum Scenario <u>https://docs.google.com/document/d/19SaxaQLb_mrU_hULZIdeUAjul75OOpLxyvyIS6eSDy</u>

Unit Plan

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	Suggested Benchmarks
	per topic			Assessments
Introduction to	1-2 Days	SWBAT write	1. Slip or Trip Scenario (Whole	Have student
Argument and		an argument of	Group):	create a short
Argument		fact to support		report as thou
Specific		claims in an	• Provide students with the	they were the
Vocabulary		analysis of the	picture and storyline of the	investigators
		Slip or Trip	Slip or Trip scenario.	assigned to th
		Scenario/The	Students will play the role of	case. They sh
		Lunchroom	investigators aiming to	provide the fa
		Murder	determine the truth of what	of the case an
		Scenario/The	happened.	their conclust
		Case of the	• Have displayed a chart with	about what h
		Dead	the labels Evidence, Rule,	really happer
		Musician.,	and Conclusion. Invite	supported by
		using valid	students to produce evidence	evidence they
		reasoning and	that shows Queenie might be	
		relevant and	lying and model how to turn	

sufficient evidence. 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.	 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. 	gathered. (SI Trip Scenario Have small g work togethe create a shor report detaili what has happened. Th should make case for who believe the murderer is u evidence that have gathere supported by reasoning. (T Lunchroom Murder Scen
SWBAT read closely to determine what the case description from The Slip or Trip Scenario/The Lunchroom Murder Scenario/The Case of the Dead Musician says explicitly and to make logical inferences and	 2. The Lunchroom Murder Scenario (Small Group) 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. 	Have student create a shor report detaili what they be really happen Mr. Karazai evidence the have gathere is supported their reasonin (<i>The Case of</i> <i>Dead Musici</i> <i>Scenario</i>)

		relevant connections from it. 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.	 3. The Case of the Dead Musician Scenario (Independent Practice) 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. 	
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 and relevant and sufficient evidence.	 The Great Mascot Debate 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. Come together as a class and share ideas to come up with a 	Have student draft a short p arguing whet not the Sayre Middle Scho mascot is a g mascot using criteria create (<i>The Great M</i> <i>Debate</i>) Have student write a short arguing whet

	SWBAT write a short piece arguing whether or not the Bomber is a good mascot using class created criteria. 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. SWBAT write a short piece arguing whether or not their candidate deserves to be given the Giraffe Award.	 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. 2. The Giraffe Awards 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. 	not their candidates sh receive the G Award. (<i>The</i> <i>Giraffe</i> Awar
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		SWBAT read		
		closely to		
		determine what		
		their		
		candidate's		
		story says		
		explicitly and		
		to make logical		
		inferences and		
		relevant		
		connections		
		from it.		
		SWBAT cite		
		specific textual		
		evidence when		
		writing or		
		speaking to		
		support		
		conclusions		
		drawn from		
		their		
		candidate's		
		story.		
Persuasion vs.	1-2 Days	SWBAT create	1. Curfew Conundrum Scenario	Have student
Argument/		a plan for how	(Argument vs. Persuasion)	keep track of
Debate		they would		brainstorming
Preparation		convince a	• Hand out the Curfew	
		parent/guardian	Conundrum Scenario.	• When
		to allow them	• Students will work in small	comp
		to stay out past	groups to brainstorm ideas	have
		a set curfew.	about how to convince their	go ba
			parents/guardian to let them	and ra
			stay out pass their curfew.	their
		SWBAT revise	• Have students share the	in ord
		their plan for	arguments and reasoning that	what fool w
		how they	they would use to try and	feel v
		would	persuade their	most effect
		convince a	parent/guardian, keeping	
			track of student responses.	

nonant/avandian		loost
parent/guardian to allow them	• As a class, rank the reasons	least effect
	that have been given from	eneci
to stay out past	most effective to least	(Curfew
a set curfew to	effective.	Conundrum
include	• Share a list of reasons from	Scenario)
proposed areas	the parent perspective with	Seenarioj
of research that	the students and have the	
would lend	students describe the	
their argument	difference between their	Have student
credibility.	reasoning and the reasoning	create a plan
	used by the parents. Use their	how they wo
	responses to help explain the	present their
SWBAT read	difference between	argument to a
closely to	persuasion and argument.	parent/guardi
determine what	2. Curfew Conundrum Redo	Have them in
an article says	2. Currew Conundrum Redo	what research
explicitly and	• Have students make a plan of	would have t
to make logical	how they would present their	and what kin
inferences and	argument about having	facts they wo
relevant	curfew extended to their	look for. (Cu
connections	parent/guardian if they were	Conundrum
from it as they	allowed to do research	
prepare for a	beforehand. Have them think	
whole class	about what kind of	TT . 1 .
debate.	facts/research would help to	Have student
	strengthen their argument.	answer the
		following:
	3. Preparation for Debate	• What
SWBAT cite		differ
specific textual	• Hand out any rules or	betwe
evidence when	procedures that you wish	argun
writing or	students to know or follow	and
speaking to	for the debate.	persu
support	• Introduce the topic: Should	• Why
conclusions drawn from the	classes in school be separated	impor
	by gender? Have students jot	to hav
articles they	down an answer to this	facts
have read to	question and keep it for the	argun
prepare for a	next day.	u gui

		whole class debate.	 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. 	(Use as an E. Ticket)
Debate Day – Should classes in school be separated by gender?	1 Day	SWBATpresent anargument tosupport claimsin an analysisof genderseparation inschools, usingvalid reasoningand relevantand sufficientevidence.SWBAT writea reflectionabout theirdebateexperience,analyzing whatside was moreeffective atdelivering theirargument andwhat evidencewas mosteffective.	 Class Debate: Should classes in school be separated by gender? 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 	Have student write a reflect about the deb that includes following: • What were on? • What your strong piece evide • What do yo think • What the strong piece evide • What do yo think • What the strong piece evide • What

		assig
		side,
	SWBAT	you t
	prepare for and	class
	participate	scho
	effectively in a	shou
	debate about	sepa
	gender	by g
	separation in	Why
	schools with	
	diverse	
	partners,	
	building on	
	others' ideas	
	and expressing	
	their own	
	clearly and	
	persuasively.	
	SWBAT	
	evaluate a	
	speaker's point	
	of view,	
	reasoning, and	
	use of evidence	
	and rhetoric	
	while writing a	
	reflection	
	about the	
	debate.	
	SWBAT	
	present	
	information,	
	findings, and	
	supporting	
	evidence such	
	that listeners	
I		

		line of	[]	1
		reasoning	1	1
		while	1	1
		participating in	1	
		a debate about	1	
		gender	1	
		separation in	1	
		schools.	1	
			1	
		SWBAT adapt		
		speech to a	1	
		variety of	1	1
		contexts and	1	1
		communicative	1	
		tasks,	1	1
		demonstrating	1	1
		command of	1	1
		formal English	1	1
		when while	1	1
		presenting their	1	1
		side during a	1	1
		debate.	1	1
Introduction to	1 Day	SWBAT	1. Introduction to the Argumentative	Have student
Argumentative		brainstorm	Essay	select one top
Essay – Select		about things		from each lis
a Topic and		that are import	• Hand out and review the	they are inter
Make a Claim		to them/bother	instructions and rubric for the	in exploring
		them for three	argumentative essay.	further to free
		topics: school,	1	write about. (
		home, and the	1	Exploration -
		country or		Write)
		world.	2. Topic Brainstorming	
			• The teacher will prepare three	1
			charts, labeled "School",	Have student
		SWBAT free	"Extracurricular/Home", and	select a topic
		write about one	"Country/World".	write down a
		topic from each	• Together, the class will	about the top
		category in	brainstorm issues that are	they will the
	<u> </u>		<u> </u>	they will the

	order to gain	important to them that fall	research. (Ini
	an idea of what	under each heading.	Topic Selecti
	they might be	\circ Example for School -	and Claim)
	interested in	Not being able to use	
	writing about.	cell phones in class.	
		\circ Example for	
		Extracurricular/Home:	
	SWBAT	Not being allowed to	
		watch an R rated	
	prepare for and	movie.	
	participate effectively in a	• Example for	
	whole class	Country/World: The	
	brainstorming	drinking age in the	
	session with	US being too high.	
	diverse		
	partners,	2 Tania Exploration Error Write	
	building on	2. Topic Exploration – Free Write	
	others' ideas	• Have students pick one topic	
	and expressing	per list that they would like to	
	their own	explore in more detail. They	
	clearly and	will free write about each of	
	persuasively.	the topics.	
	persuasi very:		
		3. Initial Topic Selection and Claim	
		• 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.	
<u> </u>		<u> </u>	

Research and	2-3 Days	SWBAT write	1. Research and Redefining	Have studer
Topic		routinely over		create a res
Refinement		extended time	• Using district provided	log where t
		frames	databases and resources	keep track
		(research/	students will research their	useful artic
		reflection/	chosen topics.	have found
		revision) and	• Students will look for	evidence th
		shorter time	evidence that can be used to	articles con
		frames (a	defend their claim.	(Research
		single sitting or	• If needed, students may either	Redefining
		a day or two)	redefine or revise their claim	
		for a range of	based on the research they	
		tasks, purposes	have found.	
		related to their		
		argumentative		
		essay topic.		
		SWBAT read		
		closely to		
		determine what		
		an article says		
		explicitly and		
		to make logical		
		inferences and		
		relevant		
		connections		
		from it when		
		completing		
		research for		
		their		
		argumentative		
		essay.		
		SWBAT cite		
		specific textual		
		evidence when		
		writing or		

speaking to support conclusions drawn from an article they discovered while researching their argumentative essay topic. SWBAT determine the central ideas or themes of an article and analyze their development			
Image: state of the state		speaking to	
Image: state of the state		support	
article they discovered while researching their argumentative essay topic. SWBAT determine the central ideas or themes of an article and analyze their development		conclusions	
discovered while researching their argumentative essay topic. SWBAT determine the central ideas or themes of an article and analyze their development		drawn from an	
discovered while researching their argumentative essay topic. SWBAT determine the central ideas or themes of an article and analyze their development		article they	
researching their argumentative essay topic. SWBAT determine the central ideas or themes of an article and analyze their development			
researching their argumentative essay topic. SWBAT determine the central ideas or themes of an article and analyze their development		while	
Image: second			
argumentative essay topic. argumentative essay topic. SWBAT determine the central ideas or themes of an article and analyze their development			
essay topic. SWBAT determine the central ideas or themes of an article and analyze their development			
SWBAT determine the central ideas or themes of an article and analyze their development			
determine the central ideas or themes of an article and analyze their development		essay topic.	
determine the central ideas or themes of an article and analyze their development			
determine the central ideas or themes of an article and analyze their development			
central ideas or themes of an article and analyze their development		SWBAT	
central ideas or themes of an article and analyze their development		determine the	
article and analyze their development			
analyze their development		themes of an	
analyze their development			
development			
while		while	
completing			
research for			
their			
argumentative		-	
essay.		essay.	
SWBAT		SWBAT	
summarize the			
key supporting			
details and			
ideas of			
nonfiction			
articles while			
completing			
research for	I		
their			

Mini-Lessons and Work Periods	7 Days	argumentative essay.SWBATconduct shortresearchprojects to findarticles andinformationabout theirargumentativeessay topic,drawing onseveral sourcesand generatingadditionalrelatedquestions thatallow formultipleavenues ofexploration.SWBAT writeanargumentativeessay tosupport claimsin an analysisof a self-selected topic,using validrelevant and	 Mini-Lessons 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: Writing a Thesis Statement (Pgs. 86 – 89) All Descense on Not 	Have student complete act and work wite examples fro assorted min- lessons as ne (<i>Mini-Lessor</i> Students will
		using valid reasoning and	 Writing a Thesis Statement (Pgs. 86 – 	Students will an argumenta essay on a se selected topic

SWBAT	Counterarguments	(Work Period
produce a clear	(Pgs. 96 – 98)	
and coherent	• Lead That Capture the	
argumentative	Reader's Attention	
essay in which	(Pgs. 123 – 124)	
the	\circ Smooth Transitions	
development,	(Pgs. 131 – 133)	
organization,	\circ Call to Action (Pgs.	
and style are	149 - 151	
appropriate to		
task, purpose,	*** Mini-lessons start on page 19	
and audience.	and continue all the way to page 196.	
	2. Work Periods	
SWBAT	Charles 11 1	
develop and	• Students will work on writing	
strengthen	their argumentative essays.	
writing as	During this time students	
needed by	should be drafting, editing,	
planning,	and revising with the aim of	
revising,	having a completed essay	
editing,	ready for submission by the	
rewriting, or	assigned due date.	
trying a new	ļ	
approach (as	ļ	
guided by	1	
lessons found	1	
in Cain's	ļ	
book).	1	
	1	
SWBAT write		
routinely over	ļ	
extended time	1	
frames to	ļ	
produce a	1	
completed	ļ	
argumentative		

essay on a self-	
selected topic.	
SWBAT	
demonstrate	
command of	
the	
conventions of	
standard	
English	
grammar and	
usage while	
writing their	
argumentative	
essay.	
SWBAT	
demonstrate	
command of	
the	
conventions of	
standard	
English	
capitalization,	
punctuation,	
and spelling	
when writing	
their	
argumentative	
essay.	

ELA.L

Language

ELA.L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.		
ELA.L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		
ELA.L.SS.8.1.B	Form and use verbs in the active and passive voice.		
ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.		
ELA.L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
ELA.L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
ELA.L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.		
ELA.L.KL.8.2.C	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		
ELA.L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.		
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.		
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
ELA.R	Reading		
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.		
ELA.RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
ELA.W	Writing		
ELA.W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.		

ELA.W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
ELA.W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.WR.8.5	Conduct short research projects to answer a question (including a self- generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELA.W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
ELA.SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
ELA.SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELA.SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
ELA.SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Suggested Modifications for Special Education, ELL and Gifted Students

- 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

- Effectively use digital tools to assist in gathering and understanding information.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material.
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.

Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Romeo and Juliet	1 Week/1	SWBAT determine the	Mini-lesson on	Guided and independent
Act 3 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.	Week for each actcould be longer but it depends on the art pieceetc	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.	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.	practice of a clos soliloquy. Identification of words that rev desire. Comprehension Check here is through qu
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.		SWBAT determine the meaning of words and phrases as they are used in <i>Romeo and Juliet</i> , including figurative and connotative meanings.	Mini-lesson on verbal and dramatic irony: model how to analyze the different types of verbal irony	William Hatherell, "Where's Romeo?" c. iii: Romeo has just learned from the Friar be banished.
On the Capulet Side, Paris is confessing his love for Juliet and this comes at a very good		SWBAT analyze the impact of specific word choices used in <i>Romeo</i> <i>and Juliet</i> haveon meaning and tone, including analogies or allusions to other texts.	through the use of content in Act III.	(The above can be a moment where the st assignment-words vs. images and the pow two.) Which one is more effective and w
time, considering that the family is coping with the loss of Tybalt. In doing so, Capulet agrees for Paris to marry his daughter. Upon hearing this news, Juliet goes against this order and the relationship between father/daughter is tested.		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.	Complete discussion questions following each scene along with a vocabulary check.	Identification of verbal and dramatic iron the play. Chart tone of voice, expressions convey the two types of irony (scene betw nurse.
Also, the nurse responds and also gets shut down. This is the moment in the play where the nurse loses her impact.		SWBAT use precise words and phrases, relevant descriptive	writing assignment-have students come up with the name of the Act while taking into consideration all	Staged dramatic presentation of an assign atmosphere to convey an intense feeling o emotional climate.

	I	1.11.1		
Romeo and Juliet		details, and sensory language to capture the action and convey experiences and events associated with reading <i>Romeo and Juliet</i> .	aspects and pieces here.	
Act 4				Illustrate three images of death
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 buriedthe joke is on everyone.			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.	Illustrate three images of death that terrify Scene iii, lines 30- 58.
			Through Act III and Act IV, develop an idea behind atmosphere and how it creates an overall impression of the play.	
			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.	
			L

Romeo and Juliet	1 -2 Weeks	SWBAT cite the	Complete	Comprehension Check here is
Act 5		textual evidence that	discussion	through qu
	Summative	most strongly supports	questions	
	Assessment-	an analysis of what	following each	
	Final Test on	<i>Romeo and Juliet</i> says explicitly as well as	scene along with a vocabulary	
	the playetc.	inferences drawn from	check.	
		the text.	CHECK.	
Well, this is the part of the		the text.		
play where all the bad things that could happen, did happen.				Have students write an analys
Juliet is sleeping while Romeo				of Friar L how does he tak
is buying a poison of his own				responsibility for his pa Rome and Juliet? Who shou
to drink just in case he needs				ultimately responsible? Hay
it. The letter from Friar			Explore and	students identify evide be he
Lawrence gets lost in the mail		SWBAT determine the	critique the	responsible and participate in
so to speak. We are left with a		theme or central idea	concluding	cl
blood bath as Romeo kills		in Romeo and Juliet	speeches of Friar	
Paris, then himself. Juliet		and analyze its	Lawrence and	
wakes up and then kills herself		development over the	Benvolio based	
knowing that Romeo is dead.		course of the text,	on their	
The only two able to tell the		including its	relationship to the	
story are Benvolio and the		relationship to the	two main	
Friar and then the Prince		characters, setting, and	characters.	Frederic Lord Leighton. Tl
declares peace amongst all families. Even in Shakespeare,		plot.		Reconciliati and the Capule
great ending or not?				over the Dead Bodies of 185
great chung of not:				55. Romeo and Juliet are th
				most f in Western literature, b
				is their love real infatuation
				They make impulsive, life-a
			View the famous	based on their love and end u
		SWBAT analyze the	painting by	losing thei relationship.
		extent to which the	Frederic Lord	
		1968 film version of	Leighton and	
		<i>Romeo and Juliet</i> stays faithful to or departs	evaluate it based on its	
		from the play,	significance.	
		evaluating the choices	Make	
		made by the director or	connections	
		actors.	between the	
			painting and the	
			work.	
			Review Excerpt,	
		SWBAT pose questions	"The Brain on	
		that connect the ideas	Love" and discuss	
		of several speakers and	relationship to the	
		respond to others'	play.	
		questions and		
		comments with relevant		
		evidence, observations,		
	1	and ideas while		

			discussing Romeo and Juliet. 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 Romeo and Juliet.		
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ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to stron support an analysis of multiple aspects of what a literary text says explicitly as we text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular de provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the ch influence individuals or events, or how characters influence ideas or events) across across literary and informational texts.

ELA.RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establ supporting arguments through text structure.
ELA.RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a perspectives of the characters and that of the audience or reader (e.g., created the
ELA.RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting a including the representation/s or various perspectives of a subject or a key scene i (e.g., a person's life story in both print and multimedia), as well as what is emphased of the story in both print and multimedia.
ELA.RI.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting a the advantages and disadvantages of using different mediums or formats (e.g., vis question or solve a problem.
ELA.RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts historical/cultural context, and background knowledge) is shaped by the author's advancing different interpretations of facts, or fictional portrayal of a time, place, account of the same period.
ELA.W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, s or technical processes) to examine a topic and convey ideas, concepts, and inform organization, and analysis of relevant content.
ELA.W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concep structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) graphics, and multimedia) when useful to aid in comprehension.
ELA.W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
ELA.W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen v sustaining effort to complete complex writing tasks; seeking out assistance, mode understanding or refine final products; focusing on how well purpose and audienc
ELA.SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., evaluate the motives (e.g., social, commercial, political) behind its presentation.
ELA.SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of th sufficiency of the evidence and identifying when irrelevant
	evidence is introduced.
ELA.SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of form English when indicated or appropriate.

Suggested Modifications for Special Education, ELL 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 on needs.
- Students should be provided with graphic organizers during annotations, discussions, and when 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
- 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

- Utilize Chrome Books/Laptops to complete mini-papers available for immediate editing and re
- Utilize Digital tools and other technological environments to support the learning process and f solving local or global issues and problems.
- Utilize Digital tools and environments to help support the learning process and foster collabora global issues and problems.
- Utilize different sources of information in relation to the Unit Content through various backgro understand the material

- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension in fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand ideas.

Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media product
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussion

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for in

Unit 5: An Introduction to Shakespeare, Sonnets, a

Content Area:Language ArtsCourse(s):Language ArtsTime Period:Language ArtsLength:Sample LengthStatus:Published

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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 Understandings

- 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

- **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
 - $\circ\,$ There are three different versions of the play that teachers can choose from.
- "Free at Last! Our Childhood Is Over"
 - o <u>https://www.poemsforfree.com/freeat.html</u>
- Sonnet 18 (Shall I compare thee to a summer's day)
 - o https://www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-compare-thee-to-a-su
- "The Brain on Love"
 - o https://opinionator.blogs.nytimes.com/2012/03/24/the-brain-on-love/
- Reflection on the Balcony Scene
- •

o <u>http://theshakespeareblog.com/2014/03/romeo-and-juliets-balcony-scene/</u>

Film/Video

- Romeo and Juliet (1968)
 - This version remains true to the play.

- Shakespeare's Sonnets: Crash Course Literature 304

 <u>https://www.youtube.com/watch?v=bDpW1sHrBaU&t=29s</u>
- What is SOLILOQUY? What does SOLILOQUY mean? SOLILOQUY meaning, definition & <u>https://www.youtube.com/watch?v=DMyTVGdVQr4</u>
- Romeo and Juliet Summaries Nerdstudy
 - o https://www.youtube.com/playlist?list=PLQOP19YiQI6B0y1IBvtQJyBwJq01nMO0L
 - These summaries will definitely help with breaking everything down.

Misc.

- Glossary of Dramatic Terms

 <u>http://www.oranim.ac.il/sites/heb/SiteCollectionImages/pictures/english/expression/Glogeneers</u>
- Where's Romeo by William Hatherell(Art best viewed after Act 4)

 <u>http://www.english.emory.edu/classes/Shakespeare_Illustrated/Hatherell.Romeo.html</u>
- The Reconciliation of the Montagues and Capulets by Frederick Leighton(Art best viewed afte <u>http://www.english.emory.edu/classes/Shakespeare_Illustrated/Leighton.Romeo.html</u>
- Site for Venice/Masquerade Ball WebQuest Information
- •
- https://www.carnival-in-venice.eu/

Unit Plan

Topic/Selection	Suggested Timeline	General Objectives	Instructional Activities	Suggested Benchmarks and
			Activities	
				Assessments
Introduction to	1-2 weeks	SWBAT cite the	Mapping our	Student
Shakespeare		textual evidence	Journey:	presentation of
(Sonnets/Soliloquies)		from sonnets and	Classroom space	their initial analysis
		soliloquies that most	will be used to	of their assigned
O 1 1 1 1		strongly supports an	organize reading	essential question.
Start off with the		analysis of what the	and construct	
Sonnets/Soliloquies/		text says explicitly	meaning within	
lambic Pentameter		as well as	this unit.	

	inferences drawn		Graphic organizers
	from the text.		where students
Literary Terms		Provide chart	organize their notes
Associated with Drama.	OWDAT	paper to students	when student
	SWBAT analyze	with assigned	groups present
	how particular lines	essential	their initial analysis
	of dialogue or	question(s) for this	of the themes.
	incidents in sonnets	text: have	
	and soliloquies propel the action,	students write their initial	5 post it
	reveal aspects of a	thoughts to these	requirement per
	character, or	question(s) and	student, per week
	provoke a decision.	discuss as a	on the essential
		whole class.	questions in
			response to the
	SWBAT determine		reading.
	the meaning of	As students read	roddingi
	words and phrases	the play in class,	
	used in sonnets and	have them write	Romeo and Juliet
	soliloquies, including	events and quotes	Critical Reading
	figurative and	on post- its and	Journal - For every
	connotative	post it on the	scene students
	meanings.	appropriate	should be given 2-3
		essential	quotes to select
	SWBAT analyze the	question.	and to provide an
	impact of specific		analysis of
	word choices in	In another section	character and
	sonnets and	of the classroom	conflicts in relationship to the
	soliloquies on	"map" (chart	essential questions
	meaning and tone,	paper on the	of the play. Have
	including analogies	walls) out so	students share
	or allusions to other	students	journal entries
	texts.	continually have a	regularly
		visual reference to	throughout their
	SWBAT determine	the three families	reading of the play,
	the theme or central	in the drama:	students can select
	idea of sonnets and	House of Capulet,	several journal
	soliloquies and	House of	entries to finalize
	analyze their	Montague and House of Escalus	and add to their
	development over		portfolios.
	the course of the	as well as the	
	text, including their	people of Verona. You may even	For their first entry
	relationship to the	want to break the	in their critical
	characters, setting,	class up into	reading journals for
	and plot.	"house"/families	the play have
		for the reading of	students write an
	SWBAT come to	the text.	original story using
	discussions		as many of the
	prepared, having	la anathra C -	everyday language
	read or researched	In another section	expressions that
	material, explicitly	of the classroom	they can in their
	draw on that	post a word wall	story. Have several
	preparation by	with common Shakespearean	students read their
	referring to evidence	words and their	stories aloud in
	on the topic, text, or	meanings: start	front of the class
	issue to probe and	with the most	(handout).
	reflect on ideas	common	
	under discussion	Shakespearean	Kinesthetic activity:
	while speaking	words and then	Students map their
			Studente map then

	about specific sonnets and soliloquies	add to this wall throughout the play.	heart beat through a visual and linguistic
		Mini-lesson on everyday language that we get from Shakespeare (handout).	representation. Pose these around the room, "The Verse of Our Hearts." Students write 8-10 lines of their own in iambic pentameter.
		Mini-lesson on verse/iambic pentameter and stressed vs. unstressed lines (handout).	Guided practice: Completed passages reorganized back into verse.
		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.	Independent Practice: Assigned passage completed with group presentation (handout). Each group will be assigned a different passage from the handout. Have students use their
		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.	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,
		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.	why Shakespeare would provide the "end" of the play in the beginning (additional critical reading journal entry).

			Along with all of this comes the study of two sonnets that are listed in the resources section.	
Romeo and Juliet - Act	1-2 weeks		have students	With the lines of
1 True Love vs Real Love.		SWBAT determine or clarify the meaning of unknown and multiple- meaning words or phrases found in <i>Romeo and Juliet</i> . SWBAT analyze in detail the structure of specific stanzas in <i>Romeo and Juliet</i> , including the role of particular sentences in developing and	identify key pieces of dialogue from each of the characters and plot them accordingly. A good idea would be to get analytical here and have students connect with themselves on what these lines mean to them as well.	dialogue, one can create an informal writing assessment that can be used here in conjunction with the lines from the play. Comprehension Checks - through questioning and recall. A Web Quest or background check
		SWBAT follow rules for critical discussions and decision-making based on development in <i>Romeo and Juliet</i> , andtrack progress toward specific goals and deadlines, and define individual roles as needed.	Complete discussion questions following each scene along with a vocabulary check. For a short writing assignment - have students come up with the name of the Act while taking into consideration all aspects and	of Venice and the history of the Masquerade Party.
		SWBAT adapt speech to a variety of contexts and tasks, demonstrating command of formal English when discussing <i>Romeo</i> <i>and Juliet.</i>	pieces here. In-Depth history of the Masquerade Ball which will require them to look into Venice and its origination.	
Romeo and Juliet Act 2	1-2 weeks	SWBAT analyze in detail the structure of specific stanzas in <i>Romeo and Juliet</i> including the role of particular sentences in developing and	Read and annotate Act 1 scenes as you read them - What does the dialogue reveal about the characters in each of these scenes?	Analytical Analysis of the characters for development- focus especially on Mercutio. Why does Shakespeare put a character like

			.	
		refining a key	Pair share; small	Mercutio into this
		concept.	group discussion	play? What role does he play? (1
				page analysis)
		SWBAT follow rules	Mini-lesson on	page analysis)
		for critical	oxymorons.	
		discussions and	Provide examples	Comprehension
		decision-making	to examine in	Checks - through
		based on	terms of making	questioning and
		development in	meaning, through	recall.
		Romeo and Juliet,	Shakespeare's	
		andtrack progress	use of this literary	
		toward specific	device. Please	
		goals and deadlines,	note that they can	
		and define individual	be located in Act 1	
		roles as needed.	and 2 for the	
			review.	
		SWBAT analyze		
		how differences in	Complete	
		the points of view of	discussion	
		the characters and	questions	
		the audience or	following each	
		reader in Romeo	scene along with	
		and Juliet creates	a vocabulary	
		such effects as	check.	
		suspense or humor.		
			For a short writing	
			assignment-have	
			students come up	
			with the name of	
			the Act while	
			taking into consideration all	
			aspects and	
			pieces here.	
			pieces nere.	
			Read and discuss	
			the reflection	
			piece on the	
			balcony scene.	
Romeo and Juliet	1 Week/1 Week for	SWBAT determine	Mini-lesson on	Guided and
Act 3	each actcould be	the theme or central	soliloquy (see	independent
	longer but it depends on	idea in Romeo and	handouts) and	practice of a close
	the art pieceetc	Juliet and analyze	other language	reading of Juliet's
		its development over	devices used to	soliloquy.
		the course of the	increase dramatic	Identification of
		text, including its	effect. Also,	words that reveal
		relationship to the	review tone of	her impatient
		characters, setting,	voice, emphasis,	desire.
		and plot.	gesture and facial	
			expression. We	Comprohension
		SWBAT determine	can look at the	Comprehension Check here is
		the meaning of	definition and	through questioning
		words and phrases	history of the	and recall.
		as they are used in	term.	
		Romeo and Juliet,		
1	1	onioo una ounot,		

rr			· · · · · · ·
	including figurative	Mini-lesson on	William Hatherell,
	and connotative	verbal and	"Where's Romeo?"
	meanings.	dramatic irony:	c. 1912 Act III,
		model how to	Scene iii: Romeo
	CVA/DAT excluse the	analyze the	has just learned
	SWBAT analyze the	different types of	from the Friar that
	impact of specific	verbal irony	he is going to be
	word choices used	through the use of	banished.
	in Romeo and Juliet	content in Act III.	
	haveon meaning		
	and tone, including		(The above can be
	analogies or	Complete	a moment where
	allusions to other	discussion	the student has a
	texts.	questions	writing assignment-
		following each	words vs. images
		scene along with	and the power
	SWBAT analyze	a vocabulary	between the two.)
	how differences in	-	,
	the points of view of	check.	Which one is more
	the characters and		effective and why?
	the audience or	For a short writing	
	reader in <i>Romeo</i>	assignment-have	Identification of
	and Juliet create	students come up	verbal and dramatic
	such effects as	with the name of	irony in excerpts
		the Act while	
	suspense or humor.		from the play. Chart
		taking into	tone of voice,
	SWBAT use precise	consideration all	expressions and
	words and phrases,	aspects and	movement to
	relevant descriptive	pieces here.	convey the two
			types of irony
	details, and sensory	Mini locon	(scene between
	language to capture	Mini-lesson on	Juliet and her
	the action and	"art" and its	nurse.
	convey experiences	relationship to	
	and events	literature.	
	associated with	Examine as a	
	reading Romeo and	class "Where's	Oto mod duomotio
	Juliet.	Romeo" in	Staged dramatic
		relationship to Act	presentation of an
		III. Introduce art	assigned passage
		and its intense	for atmosphere to
		power, especially	convey an intense
		in relation to	feeling of time,
		literature. Have	place or emotional
		students research	climate.
		some art works	
		that they would	Illustrate three
		use to be	images of death
		ronronntative of	that terrify Juliet in
		representative of	that termy Juliet in
		each scene thus	Act IV, Scene iii,
		•	
		each scene thus	Act IV, Scene iii,
		each scene thus far.	Act IV, Scene iii,
		each scene thus far. Through Act III	Act IV, Scene iii,
		each scene thus far. Through Act III and Act IV,	Act IV, Scene iii,
		each scene thus far. Through Act III	Act IV, Scene iii,
		each scene thus far. Through Act III and Act IV,	Act IV, Scene iii,
		each scene thus far. Through Act III and Act IV, develop an idea behind	Act IV, Scene iii,
		each scene thus far. Through Act III and Act IV, develop an idea behind atmosphere and	Act IV, Scene iii,
		each scene thus far. Through Act III and Act IV, develop an idea behind atmosphere and how it creates an	Act IV, Scene iii,
		each scene thus far. Through Act III and Act IV, develop an idea behind atmosphere and	Act IV, Scene iii,

Romeo and Juliet Act 5 1 - 2 Weeks Summative SWBAT cite the textual evidence that mature of how Juliet is feeling after Paris prodiams his ability to mary her. Complete discussion questions and tread Complete discussion the discussion questions and tread Complete discussion questions and tread Complete discussion the text index informe and Juliet and analyze to the text, including its relationship to the characters, setting, and plot. Complete discussion the text, including speeches of Friar Lawrence's suddens identify to his averal analyze to the two main relationship to the characters, setting, and plot. Complete discussion the text, including speeches of Friar Lawrence's suddens identify to his averal analyze the text, including its relationship to the part in the daths of the two main cluding the reports in Vew the famous participate in a class debate. SWBAT pose questions that connect the ideas of the town erat, or is hight indiation of the Montgues and their towe rat, or is hight indiation the ione rat, or is hight indiation the ione rat, or is hight indiation for the Montgues and their towe rat, or is hight indiation the ione rat, or is hight indiation for the ione rat, o				
Act 5Summative Assessment-Final Test on the playetc.textual evidence that most strongly supports an analysis of what <i>Romeo and</i> <i>Juliet says</i> explicitly as well as inferences drawn from the text.discussion questions to dwing each scene along with a vocabulary check.Check here is through questioning and recallSWBAT determine the theme or central idea in <i>Romeo and</i> <i>Juliet and</i> analyze its development over the course of the text, including its relationship to the characters, setting, and plot.SWBAT determine the takeExplore and critique the concluding speeches of Friar speeches of Friar to the two main characters.Check here is through questioning analysis of Friar part in the deathsSWBAT analyze the echoices made by the director or actors.SWBAT analyze the existing and plot.View the famous painting by Frederic Lord Leighton and evaluate it based origing and the work.Check here is through questions fin and plot.SWBAT pose questions that comect the ideas of several speakers and record to other's questions and comments with relevant evidence, observations, and ideas while discussing <i>Romeo</i> and comments with relevant evidence, observations, and ideas while discussing <i>Romeo</i> and end up losingCheck here is through questions fin the deathsAct blickSwBAT pose questions that comect the ideas of several speakers and respond to other's questions, and ideas while discussing <i>Romeo</i> and end up losingCheck and the most famous pair of lowers in Western literature, but is their love real, or is their love real, or is <b< th=""><th></th><th></th><th>have each student draw a canvas that expresses the nature of how Juliet is feeling after Paris proclaims his ability to marry</th><th></th></b<>			have each student draw a canvas that expresses the nature of how Juliet is feeling after Paris proclaims his ability to marry	
	Summative Assessment-Final Test	textual evidence that most strongly supports an analysis of what <i>Romeo and</i> <i>Juliet</i> says explicitly as well as inferences drawn from the text. SWBAT determine the theme or central idea in <i>Romeo and</i> <i>Juliet</i> and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. 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. SWBAT pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas while discussing <i>Romeo</i>	discussion questions following each scene along with a vocabulary check. Explore and critique the concluding speeches of Friar Lawrence and Benvolio based on their relationship to the two main characters. View the famous painting by Frederic Lord Leighton and evaluate it based on its significance. Make connections between the painting and the work. Review Excerpt, "The Brain on Love" and discuss relationship to the	Check here is through questioning and recall 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. 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

	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 Romeo	
	and Juliet.	
1		

ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
ELA.RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
ELA.RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
ELA.RI.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

ELA.RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
ELA.W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA.W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
ELA.W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
ELA.W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
ELA.SL.ES.8.3	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.
ELA.SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Suggested Modifications for Special Education, ELL 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. \Box 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

- Utilize Chrome Books/Laptops to complete mini-papers available for immediate editing and revising.
- Utilize Digital tools and other technological environments to support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize Digital tools and environments to help support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand the contextual flow of ideas.

Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

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

Content Area: Course(s): Time Period: Length: Status: Language Arts Language Arts: Grade 8

Sample Length Published

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 Understandings

• 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

- **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* <u>https://www.youtube.com/watch?v=kq_agNNGcA4</u>
- The Pearl
 - o 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)
 - o <u>https://www.ducksters.com/biography/joseph_stalin.php</u>
- Digital Copy of *The Pearl*
 - <u>https://www.ptbeach.com/cms/lib02/NJ01000839/Centricity/Domain/211/The-</u> <u>Pearl-John-Steinbeck.pdf</u>

• Teacher's Guide for *The Pearl*

o <u>http://www.penguin.com/static/pdf/teachersguides/pearl.pdf</u>

• Biography of John Steinbeck

o <u>https://www.biography.com/people/john-steinbeck-9493358</u>

Unit Plan

Topic/	Suggested	General	Instructional	Suggested	NJSLS
Selection	Timeline	Objectives	Activities	Benchmarks/	Standards
	per topic			Assessments	
Novel	4-5 Weeks	SWBAT	Read and	Analyze and	LVI.8.4:(A-
Option 1:	including	engage	discuss	interpret the	D).
Animal	the	effectively in	selected	sections of	
Farm	summative	a range of	passages	the novel	
	assessment	collaborative	from the	while	
	at the end	discussions	work and	completing	LVL.8.3:(A- C).
(Animal	of the unit.	(one-on-one,	create	quizzes and	C).
<i>Farm</i> is an		in groups, and	conference	tests	
allegorical		teacher-led)	circles on	associated	
novella by		with diverse	elected	with the	RL.CI.8.2.
George		partners on	topics.	piece.	
Orwell, first		topics			
published in		read/reviewed			RL.CR.8.1.
England on		in Unit 6	Discuss and	Digest topics	KL.CK.8.1.
17 August		texts.	respond to	from novel	
1945.			each chapter	through	
According			of the book	analysis and	
to Orwell,		SWBAT	and	group	SL.PE.8.1:(A-
the book		conduct short	acknowledge	discussion.	D).
reflects		research	the		

	1 .			
events	projects	connecting		
leading up	(drawing on	tissues	T •	
to the	several	between	Literary	W.WP.8.4.
Russian	sources and	them.	journals used	
Revolution	generating		to keep track	
of 1917 and	additional		of the	W.RW.8.7.
then on into	related,	Complete	development	
the Stalinist	focused	Complete discussion	of power	
era of the	questions that		shifts and	
Soviet	allow for	questions	how they	
Union.)	multiple	following	came to be in	
	avenues of	each section	each novel.	
	exploration)	along with a		
	to gain	vocabulary		
Novel	knowledge on	check.	View the film	
Option 2:	topics related		view the film version of the	
The Pearl	to Unit 6		novel in	
	texts.	View a film		
		version of	discussion	
(The Pearl		one of the	and respond	
is a novella		texts looking	with a written	
by	SWBAT	for	essay	
American	determine the	comparison	discussing	
author John	central idea of	between the	similarities	
Steinbeck,	a Unit 6 text	novel version	and	
first	and analyze	and the film	differences	
published in	its	version. (See	between the	
1947. It is	development	· ·	twowhat	
	over the	the resources	worked and	
the story of	course of the	section for a	what did not.	
a pearl	text,	link to film versions of		
diver, Kino,	including its			
and explores	relationship to	Animal Farm	Respond to	
man's nature	supporting	and <i>The</i>	the written	
as well as	ideas.	Pearl)	selection, "A	
greed,			Hanging" by	
defiance of			evaluating it	
societal		Identify and	based on its	
norms, and	SWBAT	discuss the		
evil.)	analyze how a	underlying	connection to	
	Unit 6 text		Animal Farm.	

	malaa	armah alt-	(Caa	
	makes	symbolic	(See	
Novel	connections	elements of	resources)	
	among and	the novel and		
Option 3: The Giver	distinctions	decipher their		
The Giver	between	importance in		
	individuals,	regards to		
	ideas, or	theme.		
(The Giveris	events (e.g.,			
a 1993	through			
American	comparisons,	Identify		
young adult	analogies, or	elements		
dystopian	categories).	within the		
novel by		novel that		
Lois Lowry.		reflect the		
It is set in a	SWBAT cite	true nature of		
society	the textual	the theme of		
which at	evidence that	this novel.		
first appears	most strongly	(<i>The Pearl</i>)		
to be	supports an	(<i>The Tearl</i>)		
utopian but	analysis of			
is revealed	what a Unit 6			
to be	text says	Read "A		
dystopian as	explicitly as	Hanging" (a		
the story	well as	political		
progresses.	inferences	essay created		
The novel	drawn from	by Orwell in		
follows a	the text.	response to		
12-year-old		his time in		
boy named		Burma) and		
Jonas.)		analyze the		
	SWBAT	essay based		
	integrate and	on themes of		
	evaluate	assimilation		
Novel	content	and greed.		
Option 4:	related to			
The Diary	Unit 6 texts			
of a Young	presented	Decid		
Girl	with diverse	Read the		
	media and	biography of		
	formats,	John		

· · · · ·	1		 ı
	including	Steinbeck	
	visually and	(see	
(A book of	quantitatively,	resources)	
the writings	as well as	and have	
from the	with words.	students take	
Dutch		notes and	
language		pose	
diary kept	SWBAT	questions.	
by Anne		(The Pearl)	
Frank while	evaluate the		
she was in	choices made		
hiding for	by the		
two years	directors or		
with her	actors by		
family	analyzing the		
during the	extent to		
Nazi	which a		
occupation	filmed or live		
of the	production of		
Netherlands.	a Unit 6 text		
It is also	stays faithful		
known as	to or departs		
The Diary	from the text		
of Anne	or script.		
Frank.)			
*** Also an			
option for			
Unit 3 ***			
Nevel			
Novel			
Option 4:			
Fahrenheit			
451			

(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.)			
*** Also an			
option for			
Unit 3 ***			
<u>I</u>			

ELA.L.VL.8.3

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

ELA.L.VL.8.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
ELA.L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
ELA.L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.SL.PE.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

ELA.SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
ELA.SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Suggested Modifications for Special Education, ELL 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

- Utilize Chrome Books/Laptops to complete mini-papers available for immediate editing and revising.
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Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:

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- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

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

Content Area:	Language Arts
Course(s):	Language Arts
Time Period:	
Length:	Sample Length
Status:	Published

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 thing, answer the question of why these stories are still important so many years after they were written.

Enduring Understandings

- 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

- 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

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

Unit Plan

Topic/ Selection		General Objectives		
	Suggested Timeline		Instructional Activities	Suggested Benchmarks/
	per topic			Assessments
Novel Selection:	4-5 Weeks	SWBAT conduct	A Blast From the Past: Building	Have students
Narrative		short research	Background Knowledge	create a short
of the Life of		projects (drawing on several sources	 Students will work in groups to conduct research relevant to 	presentation to show off
Frederick		and generating	the background of the novel	the results of
Douglass,		additional related,	they will be studying.	their research.
an		focused questions	 Narrative of Frederick 	
American		that allow for	Douglass	
Slave by		multiple avenues of	 History of 	Have students
Frederick		exploration) to gain	Slavery in	annotate and
Douglass		background	Maryland	analyze
Of Mice		knowledge on	 Literacy 	important
and Men		topics related to a	and Slavery	quotes,
by John		selected Unit 7	 Author 	passages, and chapters.
Steinbeck		novel.	Study –	and chapters.
			Douglass	
		SWBAT cite the	Of Mice and Men	Have students
		textual evidence	o The Great	complete
		and make relevant	Depression	vocabulary
		connections that	 Migrant Workers 	checks.
		most strongly	 Mental retardation Author Study 	
		supports an	 Author Study – Steinbeck 	Have students
		analysis of what a	Stembeck	complete
		selected Unit 7		discussion
		novel says explicitly	2. Novel Study	questions.
		as well as	 For the novel selected the 	
		inferences drawn	students will:	Have students
		from the text.	 Annotate the text. 	respond to the
			 Respond to important 	following
		SWBAT determine	quotes, passages,	question: Did
		the theme or	and chapters.	the ALA make
		central idea of a	Study vocabulary.Complete discussion	the correct
		selected Unit 7	o Complete discussion questions.	call in
		novel and analyze	 Participate in class 	changing the
		its development	discussions.	
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	over the course of	o Of Mice and Men	name of the
	the text, including	 Use of the 	award?
	its relationship to	n word	
	the characters,	 Insensitive 	Have students
	setting, and plot;	portrayal of	respond to the
	provide an	mental	following
	objective summary	illness	question:
	of the text.	 Written Response: Should we 	Should we still
		still be reading books that	be reading
	SWBAT analyze	portray views and values that	books that
	how particular lines	are no longer tolerated? What	portray views
	of dialogue or	do we have to gain/lose by	and values
	incidents in a	removing them?	that are no
	selected Unit 7	 Discuss responses with the 	longer
	novel propel the	class.	tolerated?
	action, reveal	 Quote Analysis – "Those who 	What do we
	aspects of a	cannot learn from history are	have to
	character, or	doomed to repeat it." – George	gain/lose by
	provoke a decision.	Santayana	removing
'		 What does this quote 	them?
		mean?	
	SWBAT determine	 How does this quote 	
	the meaning of	relate to our study of	Have students
	words and phrases	American Literature?	respond to the
	as they are used in	 What lessons should 	following
	a selected Unit 7	we be learning from	quote: "Those
1	novel, including	the novel we are	who cannot
	figurative and	studying so we don't	learn from
	connotative	repeat them?	history are
1	meanings.		doomed to
		4. Summative Assessment	repeat it." –
	SWBAT analyze	Students will create a	George
	the impact of	presentation that explores the	Santayana.
	specific word	following questions:	
	choices in a	\circ What was the United	
	selected Unit 7	States like during the	
	novel on meaning	time period of your	
	and tone, including	novel?	
	analogies or	 How was the time 	
	allusions to other	period portrayed in	
	texts.	your novel both	
	-	similar to and	
		different from today's	
	SWBAT identify	society?	
	connections	 Why is this novel still 	
	between the time	relevant today?	
	period their novel is	 ○ What did you 	
	set in and the	personally take away	
	present.	from this novel?	
	SWBAT explore the		
	similarities and		
	differences		
	between the culture		
	and society of the		
	past and present.		
	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.	
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	
novel, building on	
others' ideas and	
expressing their	
own clearly.	
own cleany.	
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.	
SWBAT write a	
short argument on	
the following topic:	
Did the ALA make	
the correct call in	
changing the name	
of the award?	
OM/DAT 1	
SWBAT write a	
short argument on	
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?	
Ū	
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.	
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	
benefits of	
American Literature	
and its impact on	
the present day.	
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.	

ELA.L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.KL.8.2.C	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
ELA.L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.8.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
ELA.L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
ELA.L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
ELA.RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
ELA.RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
ELA.RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.SL.PE.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
U.S. History: America in the World
Examine the roles of women, African Americans, and Native Americans in the Civil War.
Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Recognize the causes and effects of prejudice on individuals, groups, and society.
Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Suggested Modifications for Special Education, ELL 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

- Utilize Chrome Books/Laptops to complete mini-papers available for immediate editing and revising.
- Utilize Digital tools and other technological environments to support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize Digital tools and environments to help support the learning process and foster collaboration in solving local or global issues and problems.
- Utilize different sources of information in relation to the Unit Content through various background websites to help understand the material.
- Peer reviews are to be commented on mini papers through Google Documents (Utilize writing space on Google Documents to Save and Modify Work Accordingly.)
- ACHIEVE 3000 will be utilized as a supplemental program to assist in reading comprehension and overall improvement in fundamental skills associated with LAL.
- Access digital examples of research papers associated with their given topics to help understand the contextual flow of ideas.

Cross Curricular/Social Studies/Career Readiness, Life Literacies, and Key Skills 9.4:

Cross Curricular/Social Studies:

- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life

• 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social

Structures of classic civilizations.

- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Cross Curricular/Career Readiness, Life Literacies, and Key Skills 9.4:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

• 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.