

NORTHFIELD COMMUNITY SCHOOL
ENGLISH LANGUAGE ARTS (ELA) CURRICULUM FRAMEWORK
BOE APPROVED AUGUST 2024

Preparing students to meet the demands of college and career and engage as productive American citizens with global responsibilities.

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and advancement in the workplace.

Practices of English Language Arts

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

ELA practices describe the capacities held by students who have progressed through a kindergarten through grade 12 ELA program in NJ including:

- Developing responsibility for learning
- Adapting Communication
- Valuing Evidence in Argumentation
- Building Knowledge
- Leveraging Technology
- Understanding Self and Others

Four Domains:

Language - Foundational Skills: Reading (RF)

Foundational Skills: Writing (WF)

- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition and Use: Literal Meaning (VL)
- Vocabulary Acquisition and Use: Interpretive Meaning (VI)

Reading - Literary Text

Informational Text

- Close Reading (CR)
- Central Ideas and Themes of Text (CI)
- Interactions among Text Elements (IT)
- Text Structures (TS)
- Perspective and Purpose in Texts (PP)
- Diverse Media and Formats (MF)
- Analysis of an Argument (AA)
- Comparison of Texts (CT)

Writing

- Argumentative Writing (AW)
- Informative and Explanatory Writing (IW)
- Narrative Writing (NW)
- Writing Process (WP)
- Writing Research (WR)
- Sources of Evidence (SE)
- Range of Writing (RW)

Speaking and Listening

- Participate Effectively (PE)
- Integrate Information (II)
- Evaluate Speakers (ES)

- Present Information (PI)
- Use Media (UM)
- Adapt Speech (AS)

Summary of Anchor Statements

Anchor Statements are designed to identify the domain-specific knowledge, skills, and abilities students will acquire throughout kindergarten through grade twelve education in English language arts necessary for their postsecondary success. Each of the anchor statements nested within the four domains (Language, Reading, Writing, Speaking, and Listening) describes the endpoint of a developmental progression that, in concert with the performance expectations at each grade level, outlines the knowledge and skills that students acquire at each grade level and how these concepts build upon each other over time.

READING Anchor Standards and Progress Indicators include:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Complexity of Text

WRITING Anchor Standards and Progress Indicators include:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

SPEAKING AND LISTENING Anchor Standards and Progress Indicators include:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

LANGUAGE Anchor Standards and Progress Indicators include:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary while studying content. The inclusion of Language standards in their strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Included in grades 6-8: History, Social Studies, Science and Technical Subjects

GRADE: __8__

PACING GUIDE:

	1st MP	2nd MP	3rd MP	4th MP
READING	Analyze and apply Text structure and purpose, author's use of language, point of view, inferences, and figurative language	Determine central ideas and explain, determine themes and explain, Compare and contrast 2 pieces, analyze the point of view of characters	Determine central ideas, analyze character and plot, arguments, determine meanings, and key ideas, cite evidence,	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories), Determine a central idea of a text and analyze its development over the

				course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Cite textual evidence
WRITING	Write an Argument Write a Literary Analysis	Write a short story Write a Research paper	Write an Argument	Write a personal Narrative
SPEAKING & LISTENING	Participate effectively, use media, and present to the class	Participate effectively, use media, Produce and present a podcast	Participate effectively, use media, and present to the class	Participate effectively, use media, and present to the class
LANGUAGE	Verbs passive and active voice, correct verb shifts, use context to determine meanings, Greek and Latin Roots and words,	Forms and use of verbs, punctuation- commas, ellipses, dashes, Greek and Latin roots and words, define or clarify the meaning of unknown words using context clues	Demonstrate command of conventions of standard English grammar and usage when writing or speaking, form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood, Greek and Latin roots and words	Demonstrate the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences, Greek and Latin roots and words, define or clarify the meaning of unknown words using context clues

UNIT 1 - Time Frame: 29 Days

Overview: Gadgets and Glitches

READING - Primary Focus Standards: RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10
RL.8.1, RL.8.2, RL.8.3, RL.8.5, RL.8.6, RL.8.10

Text Type:

- **The Brave Little Toaster** (Science Fiction) by Cory Doctorow 990L
- **Are Bionic Superhumans on the Horizon?** (Informational Text) by Ramez Naam 110L
- **Interflora** (Poem) by Susan Hamlyn N/A L
- Compare Arguments: **The Automation Paradox** (Argument) by James Bessen 1140L / **Heads Up, Humans** (Argument) by Claudia Alarcón 1300L

Novels

- **Fuzzy** (Novel) by Tom Angleberger 700L
- **I, Robot** (Science Fiction) by Isaac Asimov 820L
- **Feed** (Novel) by M.T. Anderson 770L

WRITING - Primary Focus Standards: W.8.1, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.e, W.8.2.c, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10

Writing Focus:

Write an Argument

Using ideas, information, and examples from multiple texts in this unit, write an argument on a topic related to technology.

Speaking and Listening - Primary Focus Standards: SL.8.1, SL.8.1.c, SL.8.3, SL.8.4, SL.8.5, SL.8.6

Task Type: Present an Argument

We're faced with important issues related to technology every day in our daily lives. You've chosen a specific topic related to technology to write about. Now you will adapt your argument for presentation to your classmates.

Reflect and Extend: Write an Explanatory Essay, Create Business Plan

Language - Primary Focus Standards: L.8.1.a, L.8.1.b, L.8.1.d, L.8.2.c, L.8.3.a
L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d, L.8.5.a, L.8.5.b, L.8.6

Skill Focus:

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Recognize and correct inappropriate shifts in verb voice and mood.
- Spell correctly
- 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).
- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Interpret figures of speech (e.g., verbal irony, puns) in context.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

Does technology improve or control our lives?

CONTENT:

- **The Brave Little Toaster** (Science Fiction) by Cory Doctorow 990L
 - **Are Bionic Superhumans on the Horizon?** (Informational Text) by Ramez Naam 110L
 - **Interflora** (Poem) by Susan Hamlyn N/A L
 - Compare Arguments: **The Automation Paradox** (Argument) by James Bessen 1140L / **Heads Up, Humans** (Argument) by Claudia Alarcón 1300L
- Novels
- **Fuzzy** (Novel) by Tom Angleberger 700L
 - **I, Robot** (Science Fiction) by Isaac Asimov 820L
 - **Feed** (Novel) by M.T. Anderson 770L

SKILLS:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea
- 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.
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement, and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 2 - Time Frame: 34 Days

Overview: The Thrill of Horror

READING - Primary Focus Standards:RI.8.1, RI.8.2, RI.8.10,RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.7, RL.8.9, RL.8.10,RI.8.3, RI.8.5, RI.8.6, RI.8.9 (Spiraled skills that are tested but not taught in unit.)

Text Type:

- **What Is the Horror Genre?** (Literary Criticism) by Sharon A. Russell 1000L
- **The Tell-Tale Heart** (Short Story) by Edgar Allan Poe 1020L
- Compare Versions: **The Monkey's Paw** (Short Story) by W.W. Jacobs 1020L / **from The Monkey's Paw** (Film Clip) by Ricky Lewis.Jr
- Compare Versions: **from The Aeneid of Virgil** (Epic Poem) translated by Allen Mandelbaum N/A L / **from Hades: Lord of the Dead** (Graphic Novel) by George O'Connor N/A L

Novels

- **Coraline (Novel)** by Neil Gaiman 740L
- **The Strange Case of Dr. Jekyll and Mr. Hyde** (Novella) by Robert Lewis Stevenson 1060L
- **Miss Peregrine's Home for Peculiar Children** (Novel) by Ransom Riggs 890L

WRITING - Primary Focus Standards: W.8.2, W.8.2.a, W.8.2.b, W.8.2.c, W.8.2.f, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.10

Writing Focus:**Write a Literary Analysis**

Using ideas, information, and examples from multiple texts in this unit, write a literary analysis for other students in your class in which you analyze and interpret one of the stories in this unit.

Speaking and Listening - Primary Focus Standards: SL.8.1, SL.8.1.c, SL.8.4, SL.8.6

Task Type: Write a Literary Analysis

Reflect and Extend: Write a Short Story, Create a Movie Trailer

Language - Primary Focus Standards: L.8.1.c, L.8.2.a, L.8.3.a, L.8.4.b, L.8.4.c, L.8.6

Skill Focus:

- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- 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).
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

- 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.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

Why do we sometimes like to feel frightened?

CONTENT:

- **What Is the Horror Genre?** (Literary Criticism) by Sharon A. Russell 1000L
- **The Tell-Tale Heart** (Short Story) by Edgar Allan Poe 1020L
- Compare Versions: **The Monkey's Paw** (Short Story) by W.W. Jacobs 1020L / **from The Monkey's Paw** (Film Clip) by Ricky Lewis Jr.
- Compare Versions: **from The Aeneid of Virgil** (Epic Poem) translated by Allen Mandelbaum N/A L / **from Hades: Lord of the Dead** (Graphic Novel) by George O'Connor N/A L

Novels

- **Coraline** (Novel) by Neil Gaiman 740L
- **The Strange Case of Dr. Jekyll and Mr. Hyde** (Novella) by Robert Louis Stevenson 1060L
- **Miss Peregrine's Home for Peculiar Children** (Novel) by Ransom Riggs 890L

SKILLS:

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 3 - Time Frame: 32 Days

Overview: Places We Call Home

READING - Primary Focus Standards: RI.8.1, RI.8.5, RI.8.6, RI.8.7, RI.8.10, RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.9, RL.8.10

Text Type:

- *from The Book of Unknown Americans* (Novel) by Cristina Henríquez 870L
- *My Favorite Chaperone* (Short Story) by Jean Davies Okimoto 780L
- *Spirit Walking in the Tundra* (Poem) by Jean Joe Harjo N/A L
- Compare Purposes: **New Immigrants Share Their Stories** (Documentary) produced by The Working Group / **A Common Bond** (Informational Text) by Brooke Hauser 1150L

Novels

- *Enrique's Journey* (Biography) by Sonia Navarro 770L
- *The Late homecomer* (Memoir) by Kao Kalia Yang 890L
- *Inside Out and Back Again* (Novel in Verse) by Thanhha Lai 800L

WRITING - Primary Focus Standards: W.8.3, W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10

Writing Focus: Write a Short Story

Using ideas, information, and examples from multiple texts in this unit, write a short story about a character who is struggling with an obstacle with a place.

Speaking and Listening - Primary Focus Standards: SL.8.1, SL.8.2, SL.8.1.c, SL.8.6

Task Type: Write a Short Story

Reflect and Extend: Write an Article, Create a Photo Collection

Language - Primary Focus Standards:L.8.1.c, L.8.2, L.8.2.a, L.8.2.b, L.8.4, L.8.4.a, L.8.4.c, L.8.4.d, L.8.6

Skill Focus:

- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- 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.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

What places shape who you are?

CONTENT:

- **from The Book of Unknown Americans** (Novel) by Cristina Henríquez 870L
- **My Favorite Chaperone** (Short Story) by Jean Davies Okimoto 780L
- **Spirit Walking in the Tundra** (Poem) by Jean Joe Harjo N/A L
- Compare Purposes: **New Immigrants Share Their Stories** (Documentary) produced by The Working Group / **A Common Bond** (Informational Text) by Brooke Hauser 1150L

Novels

- **Enrique's Journey** (Biography) by Sonia Navarro 770L
- **The Late Homecomer** (Memoir) by Kao Kalia Yang 890L
- **Inside Out and Back Again** (Novel in Verse) by Thanhà Lai 800L

SKILLS:

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 4 - Time Frame: 37 Days

Overview: The Fight for Freedom

READING - Primary Focus Standards: RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.7, RI.8.6, RI.8.9, RI.8.10, RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.10, RI.8.2 (Spiraled skill that is tested but not taught in unit.)

Text Type:

- *from* **Narrative of the Life of Frederick Douglass, an American Slave** (Autobiography) by Frederick Douglass 1070L
- **The Drummer Boy of Shiloh** (Historical Fiction) by Ray Bradbury 1020L
- **O Captain! My Captain!** (Poem) by Walt Whitman N/A L
- *from* **Harriet Tubman: Conductor on the Underground Railroad** (Biography) by Ann Petry 1020L
- Compare Treatments: **Not My Bones** (Poem) by Marilyn Nelson N/A L / *from* **Fortune's Bones** (History Writing) by Pamela Espeland 790L

Novels

- **The Not So Boring Letters of Private Nobody** (Novel) by Matthew Landis HL580L
- **March Toward the Thunder** (Novel) by Joseph Bruchac 850L
- **March Forward, Girl** (Memoir) by Melba Pattillo Beals 950L

WRITING - Primary Focus Standards: W.8.2, W.8.2.a, W.8.2.b, W.8.2.c, W.8.2.f, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10

Writing Focus:**Write a Research Report**

Using ideas, information, and examples from multiple sources, research and write a report about an aspect of the abolition movement in the United States.

Speaking and Listening - Primary Focus Standards: SL.8.1, SL.8.1.c, SL.8.2, SL.8.4, SL.8.6

Task Type: Participate in a Collaborative Discussion

Imagine you are invited to design a new unit that addresses the essential question: What will people risk to be free? Work collaboratively with group members to choose a topic for such a unit, select materials to teach it, and then present your ideas to the class.

Reflect and Extend: Create an Infographic, Short Story

Language - Primary Focus Standards: L.8.1, L.8.1.a, L.8.1.c, L.8.3.a L.8.4.b, L.8.5.a, L.8.5.c, L.8.6

Skill Focus:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

What will people risk to be free?

CONTENT:

- **from Narrative of the Life of Frederick Douglass, an American Slave** (Autobiography) by Frederick Douglass 1070L
- **The Drummer Boy of Shiloh** (Historical Fiction) by Ray Bradbury 1020L
- **O Captain! My Captain!** (Poem) by Walt Whitman N/A L
- **from Harriet Tubman: Conductor on the Underground Railroad** (Biography) by Ann Petry 1020L
- Compare Treatments: **Not My Bones** (Poem) by Marilyn Nelson N/A L / **from Fortune's Bones** (History Writing) by Pamela Espeland 790L

Novels

- **The Not So Boring Letters of Private Nobody** (Novel) by Matthew Landis HL580L
- **March Toward the Thunder** (Novel) by Joseph Bruchac 850L
- **March Forward, Girl** (Memoir) by Melba Pattillo Beals 950L

SKILLS:

- Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 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.
- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 5 - Time Frame: 34 Days

Overview: Finding Your Path

READING - Primary Focus Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9, RI.8.10
RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.10

Text Type:

- **from Bronx Masquerade** (Novel) by Nikki Grimes 710L
- **The Debt We Owe to the Adolescent Brain** (Informational Text) by Jeanne Miller 1010L
- Compare Poems: **Hanging Fire** (Poem) by Audre Lorde N/A L / **Summer of His Fourteenth Year** (Poem) by Gloria Amescua N/A L
- Compare Arguments: **It's Complicated: The Social Lives of Networked Teens** (Argument) by danah boyd 1080L / **Outsmart Your Smartphone** (Argument) by Catherine Steiner-Adair 1110L

Novels

- **The Outsiders** (Novel) by S.E. Hinton 750L
- **The House on Mango Street** (Novel) by Sandra Cisneros 880L
- **Hush** (Novel) by Jacqueline Woodson 640L

WRITING - Primary Focus Standards: W.8.1, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.e, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10

Writing Focus:

Write an Argument

Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for your school's blog on a topic related to teenagers.

Speaking and Listening - Primary Focus Standards: SL.8.1, SL.8.1.c, SL.8.3, SL.8.4, SL.8.5, SL.8.6

Task Type: Present an Argument

Now you will adapt your argument for presentation to your classmates. You will also listen to their presentations, ask questions to better understand their ideas, and make suggestions to help them improve their work.

Reflect and Extend: Personal Narrative, Envision Your Future Self

Language - Primary Focus Standards: L.8.1, L.8.1.a, L.8.1.b, L.8.1.c, L.8.1.d, L.8.3.a, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d, L.8.5.b, L.8.6

Skill Focus:

- Demonstrate command of standard English grammar conventions and usage when writing or speaking.
 - A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - B. Form and use verbs in the active and passive voice.
 - C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - D. Recognize and correct inappropriate shifts in verb voice and mood.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. 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).

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

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

How do the challenges you face today help to shape your future?

CONTENT:

- **from Bronx Masquerade** (Novel) by Nikki Grimes 710L
- **The Debt We Owe to the Adolescent Brain** (Informational Text) by Jeanne Miller 1010L
- Compare Poems: **Hanging Fire** (Poem) by Audre Lorde N/A L / **Summer of His Fourteenth Year** (Poem) by Gloria Amescua N/A L
- Compare Arguments: **It's Complicated: The Social Lives of Networked Teens** (Argument) by danah boyd 1080L / **Outsmart Your Smartphone** (Argument) by Catherine Steiner-Adair 1110L
- Novels**
- **The Outsiders** (Novel) by S.E. Hinton 750L
- **The House on Mango Street** (Novel) by Sandra Cisneros 880L
- **Hush** (Novel) by Jacqueline Woodson 640L

SKILLS:

- Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development throughout the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to

other texts.

- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 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.
- Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development throughout the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 6 - Time Frame: 38 Days

Overview: The Legacy of Anne Frank

READING - Primary Focus Standards: RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.10, RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.10, RI.8.2, RL.8.6 (Spiraled skills that are tested but not taught in unit.)

Text Type:

- **The Diary of Anne Frank** (Drama) by Frances Goodrich and Albert Hackett N/A L
- **from The Diary of a Young Girl** (Diary) by Anne Frank 990L
- **After Auschwitz** (Speech) by Elie Wiesel 920L
- Compare Poems: **There But for the Grace** (Poem) by Wisława Szymborska N/A L / **Days** (Poem) by Billy Collins N/A L

Novels

- **The Diary of a Young Girl** (Diary) by Anne Frank 1080L
- **Tropical Secrets** (Novel in Verse) by Margarita Engle 1170L

WRITING - Primary Focus Standards: W.8.2.c, W.8.3, W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10

Writing Focus:

Write a Personal Narrative

Using ideas, information, and examples from multiple texts in this unit, including the November 11, 1943, entry from *The Diary of a Young Girl*, in which Anne Frank writes about a pen she values, write a personal narrative about an experience involving a treasured object.

Speaking and Listening - Primary Focus Standards: SL.8.1, SL.8.1.c, SL.8.6

Task Type: Personal Narrative

Reflect and Extend: Persuasive Essay, Create a Theme Song

Language - Primary Focus Standards: L.8.2, L.8.5.c, L.8.4.b, L.8.6 L.8.4.a (Spiraled skill tested but not taught in the unit.)

Skill Focus:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

What can we learn from tragic events?

CONTENT:

- **The Diary of Anne Frank** (Drama) by Frances Goodrich and Albert Hackett N/A L
- **from The Diary of a Young Girl** (Diary) by Anne Frank 990L
- **After Auschwitz** (Speech) by Elie Wiesel 920L
- Compare Poems: **There But for the Grace** (Poem) by Wisława Szymborska N/A L / **Days** (Poem) by Billy Collins N/A L

Novels

- **The Diary of a Young Girl** (Diary) by Anne Frank 1080L
- **Tropical Secrets** (Novel in Verse) by Margarita Engle 1170L

SKILLS:

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- . Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

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Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

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