

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 8 English Language Arts Literacy Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

Curriculum Scope and Sequence

Content Area	ELA	Course Title/Grade Level:	Language Arts/Grade 8
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Topic/Unit Name	Reading	Writing	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Who Am I? Contemporary Fiction Alternative Formats	Narrative	8 weeks
<u>Topic/Unit #2</u>	Whodunnit? Mystery & Suspense	Literary Analysis and Explanatory Writing	10 weeks
<u>Topic/Unit #3</u>	Moral Courage: Social Justice	Informational and Explanatory Writing	10 weeks
<u>Topic/Unit #4</u>	Classic Stories: Modern Adaptations of the Classics	Literary Analysis and Narrative	8 weeks

Topic/Unit 1 Title	Reading: Who Am I? Contemporary Fiction Alternative Formats	Approximate Pacing	4 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 			

SL. 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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L8.1 Demonstrate command of the conventions of standard English grammar 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.*

L.8.2 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.

L. 8.3 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.)

L.8.4 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)
- C. Consult general and specialized 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.
- D. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard (Visual and Performing Arts) 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.</p> <p>Activity: Soundtrack Book Club Assignment After reading section 3 of the book club novel, students work in groups to create a soundtrack based on their comprehension of the book. Song lyrics must directly relate to characterization, mood/tone, conflict.</p> <p>Standard 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</p> <p>Activity The class will read the mentor text, <i>Monster</i> by Walter Dean Myers where they will experience a legal court case. Each student will participate as a character in the screenplay that includes roles such as attorney, witness, judge, plaintiff, defendant, etc. Students will examine each role and their importance of the case by evaluating presented evidence during the trial.</p>	<p>Standard: 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose .</p> <p>Activity Class discussions concerning Walter Dean Meyers’ <i>Monster</i> include topics such as growing up in a poor urban neighborhood, economic status, and how the protagonist’s environment impacts life and decisions</p> <p>Standard: 9.4.8.IML.4: Ask insightful questions to organize different types of d 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping data and create meaningful visualizations</p> <p>Activity Sample Blog Post Assignment or Podcast PBL As a culminating activity, students create blogs, podcasts, and/or multimedia projects to demonstrate their understanding of their book club books</p>
<p>Computer Science & Design Thinking Technology Standards:</p>	
<p>Standard</p>	

<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activity Summer Reading Newsletter Project Students create a digital newsletter to demonstrate their understanding of summer reading novels.</p>	
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Essential Question</p> <ul style="list-style-type: none"> ● How does the format of a story affect its meaning? ● How do stories help us understand how we make decisions? ● How do stories help us think about the possible consequences of our decisions? <p>Enduring Understanding</p> <ul style="list-style-type: none"> ● Stories can be told in a variety of ways and can give us insight into our own lives.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> ● Textual evidence, inferences ● Theme/central idea; details; objective summary ● Dialogue, incidents in a story, characterization ● Difference in character and audience point of view (e.g: created through the use of dramatic irony) ● Figurative language, connotation, denotation, tone, analogies and allusions ● Structure differences/meaning and style of different texts 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Cite evidence to support analysis, make inferences; identify strongest evidence ● Determine theme/central idea; analyze the theme’s development throughout the text; create an objective summary ● 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 ● Use context clues to define words / phrases, evaluate author’s word choice ● Compare and contrast/analyze how structure contributes to overall understanding ● Analyze the effects (e.g.: suspense and humor) of what happens on the page and to the reader

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Based on students' book club books, students complete a PBL focusing on literary elements and techniques.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Do Nows ● Exit slips ● Discussion ● Reader's notebook ● Extended constructed responses ● Book club evaluations
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Students can provide oral responses to questions ● Students can illustrate their responses to questions ● Students can use graphic organizers to outline their responses to questions
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Reading: NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.

RESOURCES

Core instructional materials:

Monster by Walter Dean Myers (670L) (anchor text) **(Amistad)**
Decisions, Decisions Perfection Learning (2006) (570-1370)
Who Am I? Perfection Learning (2006) (660-1230)

Supplemental materials:

trade books at various lexile levels in the classroom library
 Upfront, Choice, Scope Magazines, [NYTimes](#)

Tears of a Tiger by Sharon Draper (700L) **(Amistad)**
Knock Out by K.A. Holt (610L) **(Amistad)**
Cracked by KM Walton (HL610L)
Shooter by Walter Dean Myers (690L)
How to Save a Life by Sara Zarr (HL710L)
Posted by John David Anderson (750L)
Speak by Laurie Halse Anderson (690L)
The Greatest Superpower by Alex Sanchez **LGBTQIA+**

Modifications for Learners

See [appendix](#)

Topic/Unit 1 Title	Writing: Narratives	Approximate Pacing	4 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none">A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.			

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, voice, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

SL. 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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L8.1 Demonstrate command of the conventions of standard English grammar 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.*

L.8.2 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.

L. 8.3 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.)

L.8.4 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)

- C. Consult general and specialized 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.
- D. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard (Visual and Performing Arts) 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>Activity In preparation for their personal narrative, students generate their ideas by sketching and/or designing a storyboard using a variety of media platforms.</p>	<p>Standard 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.</p> <p>Activity Students provide written feedback during peer editing workshops.</p> <p>Standard. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products</p> <p>Activity Students may publish their narratives in the school newspaper, Teen Ink, Teen Arts Festival, or grade level digital literary magazine.</p>
Computer Science & Design Thinking Technology Standards	
<p>Standard: 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). 8.1. 8 ED.7 Design a product to address a real-word problem that includes a model (e.g., physical prototype, graphical / technical sketch)</p>	

Activity Students work collaboratively to design culturally diverse multimedia Podcast episodes using various technology tools and recording devices.	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Essential Questions <ul style="list-style-type: none"> ● How do writers determine a format for a story? ● How do writers use stories to teach life lessons? Enduring Understanding <ul style="list-style-type: none"> ● Stories can be told in a variety of ways and can give us insight into our own lives. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: <ul style="list-style-type: none"> ● Narrative elements (eg. plot, setting, characters) ● Narrative technique (eg. dialogue, structure, point of view) ● Word choice (eg. adjectives, figurative language) ● Theme ● Genres of writing ● Characteristics of genres ● Purposes of writing ● Audience ● Writing Process ● Electronic writing programs 	Students will be able to: <ul style="list-style-type: none"> ● Establish a point of view and setting; introduce characters; choose organizational structure ● Write dialogue; set a pace; develop, describe, and reflect on events and characters ● Use transitions ● Use imagery ● Incorporate a theme ● Choose an appropriate genre of writing suitable for the task ● Plan, draft, revise, edit, rewrite ● Produce and publish writing ● Manage time allotted for writing
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Students write a personal narrative based on a personal experience incorporating alternative formats, elements of fiction, and author's craft
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Writing journals ● Quick writes ● Do Nows ● Exit Slips ● Peer editing

	<ul style="list-style-type: none"> • Self-evaluations • Drafts • Revisions
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Students can create a story orally and illustrate it • Students can use graphic organizers to outline their story (plot chart)
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Writing: ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • <i>Monster</i> by Walter Dean Myers (670L) (anchor text) (Amistad) • <i>Decisions, Decisions</i> Perfection Learning (2006) (570-1370) • <i>Who Am I?</i> Perfection Learning (2006) (660-1230) 	
<p>Supplemental materials: trade books at various lexile levels in the classroom library Upfront, Choice, Scope Magazines, NYTimes</p> <p><i>Tears of a Tiger</i> by Sharon Draper (700L) (Amistad) <i>Knock Out</i> by K.A. Holt (610L) (Amistad) <i>Cracked</i> by KM Walton (HL610L) <i>Shooter</i> by Walter Dean Myers (690L) <i>How to Save a Life</i> by Sara Zarr (HL710L) <i>Posted</i> by John David Anderson (750L) <i>Speak</i> by Laurie Halse Anderson (690L) <i>The Greatest Superpower</i> by Alex Sanchez LGBTQIA+</p>	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Reading: Whodunnit? Mystery & Suspense	Approximate Pacing	5 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 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.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4 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.</p>			

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL. 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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L8.1 Demonstrate command of the conventions of standard English grammar 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.*

L.8.2 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.

L. 8.3 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.)

L.8.4 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- C. Consult general and specialized 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.
- D. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</p> <p>Activity Murder in the Classroom Activity Similar to the board game <i>Clue</i>, students participate in a “Whodunnit” activity in which they will be assigned a character in order to solve a mystery.</p>	<p>Standard 9.4.8.CI.2: Repurpose an existing resource in an innovative way 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option</p> <p>Activity: Students will read <i>The Lamb to the Slaughter</i> by Roald Dahl and complete a choice board that includes a variety of activities focusing on how the protagonist behaved in the story. Students will be asked to research the current law and make a decision based on the events and problems in the story.</p>
Computer Science & Design Thinking Technology Standards	
<p>Standard 8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activity Escape Room Students work collaboratively to solve a murder mystery during a digital Escape Room challenge for Edgar Allan Poe’s <i>Tell Tale Heart</i>.</p>	

This activity will continue for 3-5 days depending on the level of collaboration.	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> Why are we fascinated by mystery stories? <p>Enduring Understanding</p> <ul style="list-style-type: none"> An author's choices create tension and suspense in a story. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> Textual evidence, inference Theme/central idea; details; objective summary Dialogue, incidents in a story, characterization Figurative language, connotation, denotation, tone, analogies and allusions Structure differences / meaning and style of different texts Difference in character and audience point of view (e.g: created through the use of dramatic irony) Compare and contrast story, drama, poem to audio/film version of a particular story Context clues, connotation, denotation, academic vocabulary, tone, analogies, allusions Different mediums to present particular topic or idea 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Cite to support analysis, make inference; identify strongest evidence Determine theme/central idea; analyze the theme's development throughout the text; create an objective summary Analyze how dialogue and events in a story affect the plot and characters Use context clues to define words / phrases, evaluate author's word choice Compare & contrast/analyze how it contributes to overall understanding Analyze the effects (e.g.: suspense and humor) of what happens on the page and to the reader Evaluate how production stays similar or departs from text and choices made by the director or actors Find the meaning of words using context clues; evaluate author's word choice Evaluate and dissect multiple mediums of text focused around same concept
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> Based on students' book club books, students respond to questions focusing on literary elements and techniques.

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Do Nows ● Exit slips ● Discussion ● Reader’s notebook ● Open constructed responses ● Book club evaluations
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Students can provide oral responses to questions ● Students can illustrate their responses to questions ● Students can use graphic organizers to outline their responses to questions
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Reading: NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.

RESOURCES

Core instructional materials:

Mysterious Circumstances, Perfection Learning (2000) (860-1160)
“The Black Cat” by Edgar Allan Poe
“Tell-Tale Heart” by Edgar Allan Poe
“The Raven” by Edgar Allan Poe
“The Lamb to the Slaughter” by Roald Dahl

Supplemental materials:

Confessions of a Murder Suspect by James Patterson (HL770L)
Uncaged by John Sanford & Michele Cook (870L)
Shelter by Harlan Coben (HL530L)
Rules of Survival by Nancy Werlin (660L)
Icebound by Dean Koontz (1040L)
Trash by Andy Mulligan (850L)
Point Blank by Anthony Horowitz (610L)
Girl, Stolen by April Henry (HL700L)
Finding Mighty by Sheela Chari (590L) **AAPI**
The Art of Secrets by James Klise (770L)- **AAPI**

Biographical information about Poe

Modifications for Learners
See appendix

Topic/Unit 2 Title	Writing: Literary Analysis and Explanatory Writing	Approximate Pacing	5 weeks
STANDARDS			
NJSLS (ELA/L)			

W. 8.1 Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic 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).
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and voice, audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 8 Reading standards to literature (e.g., "Analyze 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").
- B. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL. 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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L8.1 Demonstrate command of the conventions of standard English grammar 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.*

L.8.2 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.

L. 8.3 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.)

L.8.4 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

- C. Consult general and specialized 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.
- D. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.</p> <p>Activity: Students will analyze various media adaptations of the classic Poe works. Students will focus on the style of each adaptation and compare it to the originals.</p>	<p>Standard 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event</p> <p>Activity Unsolved Mysteries Project Guide Students research real-life unsolved mysteries and work together to determine a realistic theory to solve the mystery and provide solid evidence to support thinking .</p>
Computer Science & Design Thinking Technology Standards	
<p>Standard: 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</p> <p>Activity: Unsolved Mystery Evidence Board Students create a digital or physical board that connects evidence used to solve their case.</p>	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do we analyze and evaluate information? • How do we establish a claim? • How do we support claims? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Writers make specific choices to convey their ideas to the reader. • Researchers analyze information and evaluate key details. • We support claims by incorporating evidence and reasoning. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • Argument (claim and counterclaim) • Textual evidence, inferences • Credibility of sources • Transitions • Formal writing style • Conclusions • Genres of writing • Characteristics of genres • Purposes of writing • Audience • Writing Process • Electronic writing programs • Literary terminology 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Establish a claim • Differentiate opposing claims • Support claims with evidence and reasoning • Utilize credible sources • Use transitions effectively • Use appropriate writing style for the task • Write a logical conclusion • Choose an appropriate genre of writing suitable for the task • Produce and publish writing • plan, draft, revise, edit, rewrite • Use literary evidence to support analysis, reflection, and research • Manage time allotted for writing
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Students will prepare an argumentative essay outline to support their theory for their unsolved mystery project. Students will work together to write an opening and closing statement that resembles the introduction and conclusion paragraphs of an essay and support their theory with evidence from primary and secondary sources.
<p>Formative Assessments (Ongoing assessments during</p>	<ul style="list-style-type: none"> • Writing journals • Quick writes

the learning period to inform instruction)	<ul style="list-style-type: none"> ● Do Nows ● Exit Slips ● Peer editing ● Self-evaluations ● Drafts ● Revisions
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Students will write an argumentative essay to support a theory for their unsolved mystery topic project with accommodations such as reduced number of paragraphs or sources.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Writing: ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.</p>

RESOURCES

Core instructional materials:

Mysterious Circumstances, Perfection Learning (2000) (860-1160)
 “The Black Cat” by Edgar Allan Poe
 “Tell-Tale Heart” by Edgar Allan Poe
 “The Raven” by Edgar Allan Poe
 “The Lamb to the Slaughter” by Roald Dahl

- **Supplemental materials:**

- *Confessions of a Murder Suspect* by James Patterson (HL770L)
- *Uncaged* by John Sanford & Michele Cook (870L)
- *Shelter* by Harlan Coben (HL530L)
- *Rules of Survival* by Nancy Werlin (660L)
- *Icebound* by Dean Koontz (1040L)
- *Trash* by Andy Mulligan (850L)
- *Point Blank* by Anthony Horowitz (610L)
- *Girl, Stolen* by April Henry (HL700L)
- Finding Mighty by Sheela Chari (590L) **AAPI**
- The Art of Secrets by James Klise (770L)- **AAPI**
- Biographical information about Poe

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Reading: Moral Courage/ Social Justice	Approximate Pacing	4 weeks
STANDARDS			
NJSLS (ELA/L)			
RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 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).

RI.8.4 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.

RI.8.5 Analyze in detail the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6 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.

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 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.

RI.8.9 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.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.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.

SL.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.

SL. 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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L8.1 Demonstrate command of the conventions of standard English grammar 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.*

L.8.2 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.

L. 8.3 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.)

L.8.4 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- C. Consult general and specialized 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.
- D. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard HCM: N.J.S.A. 18A:35-28, Holocaust/Genocide Education</p> <p>Activity: Hitler Youth Activity Students participate using a jigsaw method to read and analyze multiple texts focusing on the impact of the Nazi Party on the young Germans.</p>	<p>Standard 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences</p> <p>Activities: Lottery Activity List Students analyze traditions as they have been handed down from generation to generation and the impact it plays on society, self, and time period.</p>
Computer Science & Design Thinking Technology Standards:	
<p>Standard 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. 8.2.8.ITH.1: Explain how the development and use of technology</p>	<p>Standard 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions</p>

<p>influences economic, political, social, and cultural issues.</p> <p>Activity <u>Groupthink Analysis</u> Students will work with a partner to analyze multiple examples of groupthink that include but are not limited to cartoon comic strips, documentaries, movie clips, images, online texts, etc.</p>	<p>Activity Students will discuss social issues or problems of today related to their book club novel. Collaboratively, students will research and share their findings on a local or global issue. They will examine organizations that claim to affect change; students present physical and multimedia products to inform the audience in either a small group setting</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Essential Questions</p> <ul style="list-style-type: none"> • How do people react when faced with a moral dilemma? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Reading both fiction and nonfiction can lend insight into human morality.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • Textual evidence, inference • Theme/central idea; details; objective summary • Dialogue, incidents in a story, characterization • Figurative language, connotation, denotation, tone, analogies and allusions • Structure differences / meaning and style of different texts • Difference in character and audience point of view (e.g: created through the use of dramatic irony) • Key individuals, events and ideas in a text • Author’s viewpoint and conflicting evidence/viewpoints • Argument, claims in a text, reasoning and evidence 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite to support analysis, make inference; identify strongest evidence • Determine theme/central idea; analyze the theme’s development throughout the text; create an objective summary • Analyze how dialogue and events in a story affect the plot and characters • Use context clues to define words/phrases, evaluate author’s word choice • Compare and contrast/analyze how it contributes to overall understanding • Analyze the effects (e.g.: suspense and humor) of what happens on the page and to the reader • Categorize and compare/contrast individuals, events and ideas • Find the meaning of words using context clues; evaluate author’s word choice • Analyze the development of key concepts through small elements in writing • Determine and analyze the purpose of the author’s point of view

- Evaluate and dissect multiple mediums of text focused around same concept
- Delineate the argument and claims in a text; assess whether the reasoning is sound and evidence is relevant and sufficient to support claims; recognize irrelevant evidence
- How two or more texts discuss the same topic from different viewpoints

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Based on students’ book club books, students respond to questions focusing on literary elements and techniques
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Do Nows ● Exit slips ● Discussion ● Reader’s notebook ● Open constructed responses ● Book club evaluations
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Students can provide oral responses to questions ● Students can illustrate their responses to questions ● Students can use graphic organizers to outline their responses to questions
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Reading: NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.</p>

RESOURCES

Core instructional materials:
Voices of the Holocaust (Perfection Learning) (590-1430)
Free at Last (Perfection Learning) (620-1580)
 “The Lottery” by Shirley Jackson
 “The Possibility of Evil” by Shirley Jackson (1110; from Holt McDougal Literature Readability Scores)
 “Fighting Hitler” by Lauren Tarshis

Supplemental materials:
Night by Elie Wiesel (570L) **Holocaust**
 translated by Marion Weisel (590L) **Holocaust**

The Wave by Todd Strasser (770L) **Holocaust**
The Devil's Arithmetic by Jane Yolen (730L) **Holocaust**
The Book Thief by Markus Zusak (730L) **Holocaust**
The Boy Who Dared by Susan Campbell Bartoletti (760L) **Holocaust**
Warriors Don't Cry by Melba Pattillo Beals (1000L) **-Amistat**
A Long Walk to Water by Linda Sue Park (720L) **- Amistat**
Stella by Starlight by Sharon Draper - (740L) **Amistat**
Night Diary by Veera Hiranandani - **Diversity**
Revolution by Deborah Wiles - **Amistat**
Out of Hiding by Ruth Gruener (840L) **Holocaust**
Ask Me No Questions by Marina Budhos (790L) **AAPI**
Captured by Alvin Townley (880L) Vietnam War **AAPI**
We are Not Free by Traci Chee - **AAPI**

Becoming RBG: Ruth Bader Ginsberg's Journey to Justice by Debbie Levy **Holocaust/ Women's Rights**

"Conformity and the Groupthink Mentality"

"Born Good" - 60 Minutes (<https://www.youtube.com/watch?v=FRvVFW85IcU>)

Groupthink Video on the Challenger

(<https://www.youtube.com/watch?v=SBw0ased8Sw>)

trade books at various lexile levels in the classroom library

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Writing: Informational/Explanatory Writing	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			

- A. Introduce a topic 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).
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style /academic style, approach, and form.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, voice, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 8 Reading standards to literature (e.g., "Analyze 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").
- B. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.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.

SL.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.

SL. 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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L8.1 Demonstrate command of the conventions of standard English grammar 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.*

L.8.2 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.

L. 8.3 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.)

L.8.4 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- C. Consult general and specialized 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.
- D. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard HCM: N.J.S.A. 18A:35-28, Holocaust/Genocide Education ACM: N.J.S.A. 52:16A-87-89 AAPI</p> <p>Activity: Oppression and Dehumanization Menu Students select one of the following historical events: Holocaust, Japanese Internment Camps, Civil Rights Movement and read a variety of texts to learn more about the historical background and impact of the event. Students will synthesize the information and connect it to real-world/ current issues through a choice board activity. Students will analyze and write about how these peoples were negatively impacted by the mistreatment imposed on them by other groups of people.</p>	<p>Standard 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. • 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p> <p>Activity: Works Cited With the assistance of the media specialist, students learn to cite their sources using the correct MLA method using digital resources for credible sources for their Moral Courage Scrapbook. Students will need to generate a Works Cited.</p>
Computer Science & Design Thinking Technology Standards	
<p>Standard: 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>Activity Moral Courage Scrapbook</p>	

<p>Students research the historical time period of their book club novel. Students will gather a variety of information related to their book and generate a digital scrapbook using Canva to showcase what the characters in the story experienced during that time. Students create physical and multimedia products to inform the audience.</p>	
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS
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<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do we determine the best evidence to support an idea? <p>Enduring Understanding</p> <ul style="list-style-type: none"> ● The best support for a topic provides the reader with a thorough understanding.
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STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> ● Argument (claim and counterclaim) ● Textual evidence, inferences ● Credibility of sources ● Transitions ● Writing styles ● Conclusions ● Genres of writing ● Characteristics of genres ● Purposes of writing ● Audience ● Writing Process ● Electronic writing programs ● Literary terminology 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Establish a claim ● Differentiate opposing claims ● Support claims with evidence and reasoning ● Utilize credible sources ● Use transitions effectively ● Use appropriate writing style for the task ● Write a logical conclusion ● Choose an appropriate genre of writing suitable for the task ● Produce and publish writing ● plan, draft, revise, edit, rewrite ● Use literary evidence to support analysis, reflection, and research ● Manage time allotted for writing

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Having researched a topical issue bringing awareness to a critical societal problem, students organize and present their understanding at the Social Change Rally/Convention.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Writing journals ● Quick writes ● Do Nows ● Exit Slips ● Peer editing ● Self-evaluations ● Drafts

	<ul style="list-style-type: none"> • Revisions
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • When presenting their findings, students may use note cards or other reference aids.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • Students write an explanatory essay informing the reader about their topical issue.

RESOURCES

Core instructional materials:

Voices of the Holocaust (Perfection Learning) (590-1430)

Free at Last (Perfection Learning) (620-1580)

“The Lottery” by Shirley Jackson

“The Possibility of Evil” by Shirley Jackson (1110; from Holt McDougal Literature Readability Scores)

“Fighting Hitler” by Lauren Tarshis

• **Supplemental materials:**

- *Night* by Elie Wiesel (570L) **Holocaust**
- translated bynMarion Weisel (590L) **Holocaust**
- *The Wave* by Todd Strasser (770L) **Holocaust**
- *The Devil’s Arithmetic* by Jane Yolen (730L) **Holocaust**
- *The Book Thief* by Markus Zusak (730L) **Holocaust**
- *The Boy Who Dared* by Susan Campbell Bartoletti (760L) **Holocaust**
- *Warriors Don’t Cry* by Melba Pattillo Beals (1000L)
- *A Long Walk to Water* by Linda Sue Park (720L)

- *Out of Hiding* by Ruth Gruener (840L) **Holocaust**
- *Ask Me No Questions* by Marina Budhos (790L) **AAPI**
- *Captured* by Alvin Townley (880L) Vietnam War **AAPI**
- *We are Not Free* by by Traci Chee - **AAPI**

- “Conformity and the Groupthink Mentality”
- “Born Good” - 60 Minutes (<https://www.youtube.com/watch?v=FRvVFW85IcU>)
- Groupthink Video on the Challenger

<ul style="list-style-type: none"> • (https://www.youtube.com/watch?v=SBw0ased8Sw) • trade books at various lexile levels in the classroom library
Modifications for Learners
See appendix

Topic/Unit 4 Title	Reading: Classic Stories Modern Adaptations of the Classics	Approximate Pacing	4 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL. 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL. 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RL. 8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.</p>			

RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 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).

RI.8.4 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.

RI.8.5 Analyze in detail the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.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.

SL.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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L8.1 Demonstrate command of the conventions of standard English grammar 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.*

L.8.2 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.

L. 8.3 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.)

L.8.4 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- C. Consult general and specialized 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.
- D. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard (Visual and Performing Arts) 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.</p>	<p>Standard 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.</p> <p>Activity Glow and Grow Feedback Students reflect and evaluate their participation in the rewrite activity.</p>

<p>Activity: Adaptation of Popular Shakespearean Scene Groups of students select a scene from <i>A Midsummer Night's Dream</i> and act it out using a different style, time period, or theme of their choice. They will rewrite it as a modern adaptation.</p>	
<p align="center">Computer Science & Design Thinking Technology Standards:</p>	
<p>Standard: 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.</p> <p>Activity: Adaptation of Popular Shakespearean Scene Students will focus on set design, costumes, and music to create an adaptation based on a scene from <i>A Midsummer Night's Dream</i>.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Questions</p> <ul style="list-style-type: none"> • Why do we read the classic authors today? How are their stories relevant today? • How are we changed by love? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Classic authors write about relationships and emotions that were true yesterday, remain true today, and will be true tomorrow. • Falling in love can drive a person to the edge of sanity or make a person feel like the luckiest person in the world; love is one of the most basic and most mysterious human emotions. 	
<p align="center">STUDENT LEARNING OBJECTIVES</p>	
<p align="center">Key Knowledge</p>	<p align="center">Process/Skills/Procedures/Application of Key Knowledge</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • Textual evidence, inferences • Theme/central idea; details; objective summary • Dialogue, incidents in a story, characterization • Figurative language, connotation, denotation, tone, analogies and allusions • Structure differences / meaning and style of different texts • Difference in character and audience point of view (e.g: created through the use of dramatic irony) • Compare and contrast story, drama, poem to audio/film version of a particular story 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite to support analysis, make inference; identify strongest evidence • Determine theme/central idea; analyze the theme's development throughout the text; create an objective summary • Analyze how dialogue and events in a story affect the plot and characters • Use context clues to define words / phrases, evaluate author's word choice

<ul style="list-style-type: none"> ● Context clues, connotation, denotation, academic vocabulary, tone, analogies, allusions ● Different mediums to present particular topic or idea ● Key individuals, events and ideas in a text ● Author's viewpoint and conflicting evidence/viewpoints 	<ul style="list-style-type: none"> ● Compare & contrast/analyze how structure contributes to overall understanding ● Analyze the effects (e.g.: suspense and humor) of what happens on the page and to the reader ● Evaluate how production stays similar or departs from text and choices made by the director or actors ● Find the meaning of words using context clues; evaluate author's word choice ● Evaluate and dissect multiple mediums of text focused around same concept ● Categorize and compare / contrast individuals, events and ideas ● Find the meaning of words using context clues; evaluate author's word choice ● Analyze the development of key concepts through small elements in writing ● Determine and analyze the purpose of the author's point of view ● Evaluate and dissect multiple mediums of text focused around same concept
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Based on students' book club books, students respond to questions focusing on literary elements and techniques
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Do Nows ● Exit slips ● Discussion ● Reader's notebook ● Open constructed responses ● Book club evaluations
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Students can provide oral responses to questions ● Students can illustrate their responses to questions ● Students can use graphic organizers to outline their responses to questions
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards</p>	<p>Reading: NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.</p>

grade level standards; given
2-3 X per year)

RESOURCES

Core instructional materials:

A Midsummer Night's Dream by William Shakespeare

Supplemental materials:

Manga Classics:

Great Expectations

Les Miserables

Pride & Prejudice

Emma

The Scarlet Letter

Hamlet

Macbeth

Othello

Romeo & Juliet

Fahrenheit 45

The Picture of Dorian Gray (no lexile is available; these are graphic novels)

Biographical information about Shakespeare

trade books at various lexile levels in the classroom library

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Writing: Argumentative and Narrative Writing	Approximate Pacing	4 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W. 8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, voice, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>			

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 8 Reading standards to literature (e.g., "Analyze 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").
- B. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

L.8.1 Demonstrate command of the conventions of standard English grammar 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.*

L.8.2 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.

L. 8.3 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.)

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard (Visual and Performing Arts) 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</p> <p>Activity: Shakespeare Live Analysis Students analyze the sound, language, and physical elements of the live adaptation of <i>A Midsummer Night's Dream</i>.</p>	<p>Standard 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</p> <p>Activity: Book Clubs</p>

Computer Science & Design Thinking Technology Standards		Students will participate in a thoughtful conversation regarding their classic book club adaptations focusing on theme to create a product of their choice.
<p>Standard: 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.</p> <p>Activity: Google Expedition Field Trip Analysis, Activity 1 and Activity 2 Students visit The Globe Theater and Stratford-Upon-Avon using Google Expeditions and QR Codes to gather background information about the time period and its importance.</p>		
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS		
<p>Essential Questions</p> <ul style="list-style-type: none"> How do we analyze and evaluate author's craft? <p>Enduring Understanding</p> <ul style="list-style-type: none"> Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. 		
STUDENT LEARNING OBJECTIVES		
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> Writing about a topic/procedure Writing structures Supporting details Transitions Vocabulary related to the topic Writing styles Conclusions Genres of writing Characteristics of genres Purposes of writing Audience Writing Process Electronic writing programs Research strategies Print vs. digital sources Plagiarism MLA Citation Textual evidence, inferences 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Introduce a topic Support topic with details Utilize relevant information Use transitions effectively Use appropriate academic vocabulary Use appropriate writing style for the task Write a logical conclusion Choose an appropriate genre of writing suitable for the task Plan, draft, revise, edit, rewrite Produce and publish writing Formulate, research, and answer a question Use multiple research sources Conduct research Evaluate the credibility of sources Quote, paraphrase, and cite sources Use literary evidence to support analysis, reflection, and research Manage time allotted for writing

<ul style="list-style-type: none"> Literary terminology 	
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> After viewing portions of the 1935 version and 1999 version, and watching a live performance of Shakespeare's <i>A Midsummer Night's Dream</i>, students compare and contrast the written text with the movies and the live performance and evaluate the choices made by directors.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> Writing journals Quick writes Do Nows Exit Slips Peer editing Self-evaluations Drafts Revisions
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students compare and contrast the written text with the movies and the live performance and evaluate the choices made by directors with accommodations such as reduced number of paragraphs or pieces of evidence.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	After viewing portions of the 1935 version and 1999 version, and watching a live performance of Shakespeare's <i>A Midsummer Night's Dream</i> , students compare and contrast the written text with the movie or live performance and evaluate the choices made by directors.
RESOURCES	
Core instructional materials: <i>A Midsummer Night's Dream</i> by William Shakespeare	
Supplemental materials: Manga Classics: <i>Great Expectations</i> <i>Les Miserables</i> <i>Pride & Prejudice</i> <i>Emma</i> <i>The Scarlet Letter</i> <i>Hamlet</i> <i>Macbeth</i> <i>Othello</i> <i>Romeo & Juliet</i>	

Fahrenheit 45

The Picture of Dorian Gray (no lexile is available; these are graphic novels)

Biographical information about Shakespeare

trade books at various lexile levels in the classroom library

Modifications for Learners

See [appendix](#)