

English Language Arts - Grade 8

Unit #1

Unit Title: The Thrill of Horror / Suspense

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Literature

- 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 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.
- 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.

Reading Informational

- 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.8.6. 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.

Writing

- 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.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.8.7. 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.
- 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.

- 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.

Speaking & Listening

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

Language

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Enduring Understandings

Students will understand...

- Writing techniques such as the use sensory details, figurative language, and literary elements are used to build suspense and entice the reader.
- How different adaptations of the same piece reveal the author’s purpose.
- Techniques used by the author to convey mood or tone.

Essential Questions

Students will consider...

- How does the use of writing techniques enhance our reading and writing?
- How does appropriate word choice affect writing?
- How an author’s life experience can influence his/her work?
- How do we define horror / suspense?
- At what age is horror appropriate?

Knowledge

Students will know...

- How particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Academic vocabulary essential to the unit.
- How to analyze the structure of horror/suspense fiction and determine an author’s effectiveness.
- Determine a theme and analyze its development through the course of a text.

Vocabulary

Tier II

- | | | |
|--------------|--------------|-------------|
| ● Convention | ● Technique | ● Infer |
| ● Predict | ● Synthesize | ● Interpret |
| ● Media | ● Analyze | ● Debate |
| ● Style | ● Evaluate | ● Summary |

Tier III

- | | | |
|--------------|------------|--------|
| ● Psychology | ● Peril | ● Mood |
| ● Suspense | ● Allusion | ● Tone |

- Imagery
- Theme
- Foreshadow

Skills

Students will be able to...

- Cite text evidence to support ideas.
- Determine a theme and analyze its development.
- Compare / contrast point of view.
- Write a narrative piece.
- Analyze a piece of horror / suspense and write an analysis.
- Engage in collaborative discussions / debates adhering to rules.
- Use context clues, affixes, and roots in determining word meanings.
- Use academic vocabulary associated with the unit.
- Grammar usage and mechanic skills such as dashes, ellipses, subject-verb agreement, subjunctive mood, and comma use.
- Use knowledge of language conventions when speaking, writing, reading, and/or listening.

21ST Century/ Interdisciplinary Themes

21st Century Skills

Global Awareness

Financial, Business, & Entrepreneurial Literacy
 Civic Literacy
 Environmental Literacy
 Health Literacy

Creativity & Innovation

Communication & Collaboration
Media Literacy
Critical Thinking & Problem Solving
Information Literacy
Information, Communication, & Technology
Life & Career Skills

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT:

- When reading novels and/or short stories, authors intertwine literary elements as well as specific techniques to create a successful piece of literature which conveys a specific theme. Horror is a genre of fiction which is intended to, or has the capacity to frighten, scare, disgust, or startle its readers or viewers by inducing feelings of horror and terror. Students will demonstrate an enduring understanding by
 - using narrative elements and techniques to create a horror / suspense scene, and
 - adapting that scene into a movie version and creating a movie trailer.
- Participate in a culminating debate on the topic of horror stories and whether they are appropriate for younger audiences.

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Pre-assessments ● Assessments of literary elements ● Assessments of skills – grammar, writing, vocabulary ● Daily Warm-ups ● Collaborative skills including speaking, listening ● Reading response journals ● Writer’s Notebook ● Conferencing ● Writing responses ● Student work samples ● Class Discussion / debate 	<ul style="list-style-type: none"> ● Writer’s Notebook revisions and checklists ● Close reading reflections and post-it notes ● Reading response journals ● Student reflections on learning scale or rubrics 	<ul style="list-style-type: none"> ● Writing benchmark ● Linkit! testing ● <i>Reading Inventory</i> ● Literary analysis ● Summative Assessment
<i>Stage 3- Learning Plan</i>		
<i>Suggested Learning Activities</i>		
<ul style="list-style-type: none"> ● Word study - Greek / Latin prefixes, roots, suffixes ● Introduce and reinforce academic vocabulary through unit ● Introduce and review literary elements / techniques through mini lessons ● Literature Circle discussions and cooperative learning activities ● Short story guided reading ● Introduce and review reading strategies ● Literary analysis of horror story ● Horror / Suspense reflection journal ● Read a variety of texts using textual evidence to support skills ● Review writing process ● Writing mini lessons - Narrative ● Grammar lessons through writing process ● Teacher conferencing ● Peer and self editing ● Presentation of various activities 		

Resources/Instructional Materials
(articles, novels, websites, books, magazines, art, media)

Poetry

- “Frankenstein” by Edward Field (Collections Close Reader)

Short Stories

- Various Edgar Allan Poe stories
- “Monkey’s Paw” W.W. Jacobs
- “The Outsider” H.P. Lovecraft

Drama

- “War of the Worlds” *Scope Magazine*

Novels

- *The Graveyard Book* by Neil Gaiman
- *House of the Scorpion* by Nancy Farmer
- *Seek* by Paul Fleischman

Informational Texts

- “Scary Tales” Essay by Jackie Torrence
- “What is the Horror Genre” Literary Criticism by Sharon Russell
- “Man-Made Monsters” Essay by Daniel Cohen

Other

- From “War of the Worlds” radio broadcast
- From “Monkey’s Paw” film version

Technology Resources

- | | | | |
|--------------------|---------------|-----------|------------|
| ● Google Classroom | ● ReadWorks | ● NewsELA | ● EReading |
| ● Kahoot | ● Google Apps | ● Quizlet | ● YouTube |

Accommodations & Modifications
for Spec. Ed., ELL, GT, & At Risk Students

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Provide math manipulatives as necessary ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Expanding time for free reading ● Chunking Content | <ul style="list-style-type: none"> ● Use mnemonic devices ● Provide a cueing system ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Leveled Reading Materials ● Acronyms ● Graphic Organizers ● Notes Provided ● Check agenda book for parent(s) communication ● Read directions aloud | <ul style="list-style-type: none"> ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Speech to Text/Text to Speech Features in Google Apps ● Technology assisted instruction ● Preferential seating utilized ● Redirect student(s) as necessary ● Student choice for project or approach to assignment ● Inquiry-Based Learning ● Genius Hour |
|---|---|--|

English Language Arts - Grade 8

Unit # 2

Unit Title: Overcoming challenges/ Resolving conflicts

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Literature

- 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.

Reading Informational

- 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 the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- 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.

Writing

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- 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.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.8.7. 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.
- 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.
- 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.

Speaking & Listening

- 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.
- 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.

Language

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Enduring Understandings

Students will understand...

- When there is conflict, change is the result.
- Word choices and arguments can play a part in resolving conflicts.
- Evidence and support strengthens an argument.
- Not all conflicts can be resolved.

Essential Questions

Students will consider...

- How does conflict influence an individual's decisions and actions?
- What problem-solving strategies can individuals use to manage conflict and change?
- How does an individual's point of view affect the way they deal with challenges?
- How does conflict lead to change?

Knowledge <i>Students will know how to...</i>	Vocabulary
<ul style="list-style-type: none"> • Designate a clear position on an issue, support the claim with research, anticipate a counterclaim and refute it • Identify techniques used by authors to encourage change. • Gather, weigh, evaluate, and incorporate evidence to support an argument. • Academic vocabulary essential to the unit. 	Tier II <ul style="list-style-type: none"> • Debate • Deduce • Trend • Argument Tier III <ul style="list-style-type: none"> • Autonomy • Voice • Mood <ul style="list-style-type: none"> • Counterargument • Editorial • Multimedia • Statistics <ul style="list-style-type: none"> • Synthesize • Interpret • Trace • Evaluate <ul style="list-style-type: none"> • Anecdote • Campaign • Purpose
<p style="text-align: center;">Skills <i>Students will be able to...</i></p>	
<ul style="list-style-type: none"> • Cite text evidence to analyze and support ideas. • Compose an argumentative piece using a variety of sources. • Analyze a short story’s theme and relationship to modern life. • Engage in collaborative discussions / debates adhering to rules. • Use context clues, affixes, and roots in determining word meanings. • Use academic vocabulary associated with the unit. • Grammar usage and mechanic skills such as infinitives, active vs. passive voice, and imperative mood. • Use knowledge of language conventions when speaking, writing, reading, and/or listening. 	
<p style="text-align: center;">21ST Century/ Interdisciplinary Themes</p>	<p style="text-align: center;">21st Century Skills</p>
Global Awareness Financial, Business, & Entrepreneurial Literacy Civic Literacy Environmental Literacy Health Literacy	Creativity & Innovation Communication & Collaboration Media Literacy Critical Thinking & Problem Solving Information Literacy Information, Communication, & Technology Life & Career Skills

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT:

- The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner. After students read novels, short stories, articles, and other resources, students will demonstrate an enduring understanding by
 - Producing a multimedia campaign presenting response to the question, “When do kids become adults?”
 - Write an editorial stating and defending a claim.
 - Design other multimedia format to enhance message.
- Participate in a culminating discussion and reflection on “Can all challenges / conflicts be resolved?”

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Pre-assessments ● Assessments of literary elements ● Assessments of skills – grammar, writing, vocabulary ● Daily Warm-ups ● Collaborative skills including speaking, listening ● Reading response journals ● Writer’s Notebook ● Conferencing ● Writing responses ● Student work samples ● Class Discussion 	<ul style="list-style-type: none"> ● Writer’s Notebook revisions and checklists ● Close reading reflections and post-it notes ● Reading response journals ● Student reflections on learning scale or rubrics 	<ul style="list-style-type: none"> ● Literary analysis - theme of a story set in the past reflects modern day adolescents. ● Summative Assessment ● Linkit! Testing

Stage 3- Learning Plan

Suggested Learning Activities

- Word study - Greek / Latin roots and suffixes
- Introduce and reinforce academic vocabulary through unit
- Review theme - mini lesson
- Literature Circle discussions and cooperative learning activities
- Short story guided reading
- Introduce and review new reading strategies
- Introduce and review argumentative writing through mini lessons
- Literary analysis
- Reflection journals
- Read a variety of texts using textual evidence to support skills
- Review writing process - argumentative
- Writing mini lessons
- Grammar lessons through writing process
- Teacher conferencing
- Peer and self editing
- Presentation of various activities

Resources/Instructional Materials
(articles, novels, websites, books, magazines, art, media)

Poetry

- “Hanging Fire” by Audre Lorde
- “Teenagers” by Pat Mora

Short Stories

- *Athletic Shorts* (collection of short stories) - Chris Crutcher
- “Marigolds” by Eugenia Collier
- From *Flowers for Algernon* by Daniel Keyes
- “Raymond's Run” by Toni Cade Bambara

Novels

- *The Outsiders* by S.E. Hinton
- *The Schwa was Here* by Neal Shusterman
- *Card Turner* by Louis Sachar
- *The Giver* by Lois Lowry
- *Wednesday Wars* by Gary D. Schmidt
- *Whirligig* by Paul Fleischman
- *Monster* by Walter Dean Myers
- *Speak* by Laurie Halse Anderson
- *Born to Rock* by Gordon Korman

Informational Texts

- “When Do Kids Become Adults” - Argument from “Room for Debate” in the *New York Times*
- “Is 16 Too Young to Drive a Car?” - Article (Collections)
- “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens” - Article (Collections)
- “Much Too Young to Work So Hard” - Article (Collections Close Reader)

Other Sources

- “Your Phone Can Wait” - PSA Film by Stephanie Ramirez (YouTube)
- “Driving Distracted” PSA Poster

Technology Resources

- | | | | |
|--------------------|---------------|-----------|------------|
| ● Google Classroom | ● ReadWorks | ● NewsELA | ● EReading |
| ● Kahoot | ● Google Apps | ● Quizlet | ● YouTube |

Accommodations & Modifications
for Spec. Ed., ELL, GT, & At Risk Students

- | | | |
|---|---|--|
| ● Allow oral responses | ● Use mnemonic devices | ● Assignment, Project, and Assessment Modification Based on Individual Student Needs |
| ● Allow verbalization before writing | ● Provide a cueing system | ● Speech to Text/Text to Speech Features in Google Apps |
| ● Use audio materials when necessary | ● Untimed and/or extended test taking time | ● Technology assisted instruction |
| ● Modify homework assignments | ● Shorten assignments to focus on mastery concept | ● Preferential seating utilized |
| ● Read tests aloud | ● Leveled Reading Materials | ● Redirect student(s) as necessary |
| ● Provide math manipulatives as necessary | ● Acronyms | ● Student choice for project or approach to assignment |
| ● Restate, reword, clarify directions | ● Graphic Organizers | ● Inquiry-Based Learning |
| ● Re-teach concepts using small groups | ● Notes Provided | ● Genius Hour |
| ● Provide educational “breaks” as necessary | ● Check agenda book for parent(s) communication | |
| ● Expanding time for free reading | ● Read directions aloud | |
| ● Chunking Content | | |

English Language Arts - Grade 8

Unit # 3

Unit Title: The Road to Freedom

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Literature

- 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.

Reading Informational

- 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 the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- 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.8.9. 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.

Writing

- 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.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.8.7. 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.
- 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.
- 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.

Speaking & Listening

- 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.
- 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.

Speaking & Listening Continued

- 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.

Language

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Enduring Understandings

Students will understand...

- The importance of various human rights.
- Individuals who struggled for freedom and human rights in America during the Revolutionary Period, Civil War Era, and Civil Rights Movement in American history.
- Groups that have experienced oppression and groups/people that have had political and economic power during different periods.

Essential Questions

Students will consider...

- What is the relationship between freedom and responsibility?
- Is liberty and justice for all attainable?
- To what extent should people go to protect their freedom?
- Why are individual defenders of human rights important to building a more equitable and just global society?

Knowledge

Students will know...

- Vocabulary and academic language essential to the unit.
- How to evaluate the structure of various texts and discuss the effect of structure on their meaning.
- How to structure their text according to the purpose of their writing.
- How to close read informational text and synthesize main ideas into one piece.
- How to compose a research paper using a variety of authoritative sources.
- How to determine if a source is credible.

Vocabulary

Tier II

- Demonstrate
- Evaluate
- Distinguish
- Access
- Synthesize
- Develop
- Research
- Analyze
- Convey
- Reaction
- Interpret
- Valid

Tier III

- Civil
- Emigrate
- Structure
- Symbolize
- Abolitionist
- Extended metaphor
- Immigrate
- Irony
- Allusion

Skills

Students will be able to...

- Cite text evidence to analyze and support ideas.
- Compose a research paper using a variety of authoritative sources.
- Synthesize informational text into main ideas.
- Analyze a short story and interpret its symbolism
- Engage in collaborative discussions / debates adhering to rules.
- Use context clues, affixes, and roots in determining word meanings.
- Use academic vocabulary associated with the unit.
- Grammar usage and mechanic skills such as conditional mood, indicative mood, and gerunds.
- Use knowledge of language conventions when speaking, writing, reading, and/or listening.

21ST Century/ Interdisciplinary Themes

21ST Century Skills

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT:

- The research paper requires close reading of complex text from multiple sources, which students must comprehend, analyze, synthesize, and evaluate. These tasks, more sophisticated than merely summarizing an article for a report, reflect the complex work demands of college and career. After students conduct research from various sources including both print and digital resources, students will demonstrate an enduring understanding by
 - Produce a “Hall of Fame” research presentation about an abolitionist or freedom fighter of his/her choice including a slideshow with voiceover.
 - Participate in a culminating discussion and reflection on fighting for freedom.

Formative Assessments

Student Self-Assessment

Common Assessments

- Pre-assessments
- Assessments of literary elements
- Assessments of skills – grammar, writing, vocabulary
- Daily Warm-ups
- Collaborative skills including speaking, listening
- Reading response journals
- Writer’s Notebook
- Conferencing
- Writing responses
- Student work samples
- Class Discussion

- Writer’s Notebook revisions and checklists
- Close reading reflections and post-it notes
- Reading response journals
- Student reflections on learning scale or rubrics

- Literary Analysis & research - “The Drummer Boy of Shiloh”
- Summative Assessment

Stage 3- Learning Plan

Suggested Learning Activities

- Word study - Context clues, word relationships, figures of speech
- Introduce and reinforce academic vocabulary through unit
- Literature Circle discussions and cooperative learning activities
- Short story guided reading
- Introduce and review new reading strategies
- Literary analysis
- Reflection journals
- Read a variety of texts using textual evidence to support skills
- Review writing process - research
- Writing mini lessons
- Grammar lessons through writing process
- Teacher conferencing
- Peer and self editing
- Presentation of various activities

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Poetry

- O Captain! My Captain! - Walt Whitman
- “The Powwow at the End of the World” - Sherman Alexie
- “Ellis Island” - Joseph Bruchac
- “The New Colossus” - Emma Lazarus

Short Stories

- “The Drummer Boy of Shiloh” - Ray Bradbury (Collections)
- “My Favorite Chaperone” - Jean Davies Okimoto (Collections)
-

Drama

- from “Kindertransport” by Diane Samuels

Novels

- *Nothing But the Truth* by Avi
- *Witness* by Karen Hesse
- *New Boy* by Tracy Chevalier
- *Code Talker* by Joseph Bruchac
- From *I Know Why the Caged Bird Sings* by Maya Angelous

Informational Texts

- From *Narrative of the Life of Frederick Douglass, an American Slave - Autobiography* (Collections)
- From *Harriet Tubman: Conductor on the Underground Railroad - Biography* (Collections)
- “Civil War Journal” by Louisa May Alcott (Close Reader)
- “Bonne Annee” by Jean-Pierre Benoit (personal essay)
- “A Place to Call Home: What Immigrants Say Now About Life in America”
- From *The Latehomecomer - Memoir* by Kao Kalia Yang
- “New Immigrants Share Their Stories” - Documentary Lisa Gossels
- “Brown vs. Board of Education” - Analytical essay - Walter Dean Myers
- “Choice: A Tribute to Dr. Martin Luther King, Jr.” - Essay - Alice Walker
- “Achieving the American Dream” - Essay - Mario Cuomo

Technology Resources

- Google Classroom
- ReadWorks
- NewsELA
- EReading
- Kahoot
- Google Apps
- Quizlet
- YouTube

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development

English Language Arts - Grade 8

Unit # 4

Unit Title: From Injustice to Identity

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Literature

- 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.
- .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.
- 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.
- RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational

- 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 the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- 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.
- 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.

Writing

- 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.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.8.7. 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.
- 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.
- 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.

Speaking & Listening

- 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.
- 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.

Language

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

Enduring Understandings <i>Students will understand...</i>	Essential Questions <i>Students will consider...</i>
<ul style="list-style-type: none"> • We can learn about ourselves by studying the lives of others. • The causes and consequences of prejudices and how an individual's response defines his/her values. • The protagonist of a story often must struggle through great personal and professional hardships in order to learn the importance of values. 	<ul style="list-style-type: none"> • How do we form and shape our identities? • In the face of adversity, what causes some people to prevail while others fail? • What choices do people make in the face of injustice? • What is the responsibility of the individual for shaping his/her own identity? • What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?
Knowledge <i>Students will know...</i>	Vocabulary
<ul style="list-style-type: none"> • The narrator's point of view can affect the story-telling. • An author's message is supported through rich character development. • How to support statements and claims with textual support. • Students will be able to identify, interpret, and analyze characters and the development of their identity. • How to evaluate the nature of justice within a society as well as on a personal level. 	Tier II <ul style="list-style-type: none"> • Infer • Interpret • Claim • Consequences • Evaluate • Analyze • Synthesize • Identity • Adversity • Injustice • Imagery • Prevail Tier III <ul style="list-style-type: none"> • Liberate • Holocaust • Philosophy • Drama • Concentration camp • Dialogue • Nazi • Oppression • Parallelism
Skills <i>Students will be able to...</i>	
<ul style="list-style-type: none"> • Understand vocabulary and academic language essential to the unit. • Interpret imagery that creates sensory experiences for the reader. • Consider the author's purpose and audience in evaluating its effectiveness in a literary work. • Find reliable sources of information to write an informational essay. • Present historical information in multimedia format. • Reflect on historical people and events and use that to connect to one's own values and identity. 	
21ST Century/ Interdisciplinary Themes	21st Century Skills
Global Awareness Financial, Business, & Entrepreneurial Literacy Civic Literacy Environmental Literacy Health Literacy	Creativity & Innovation Communication & Collaboration Media Literacy Critical Thinking & Problem Solving Information Literacy Information, Communication, & Technology Life & Career Skills

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT:

It is important to remember the Holocausts as more than just something that fills our history textbooks. We remember the Holocaust because it has affected us, our families, our neighbors, our colleagues and our peers. We remember the Holocaust because it reminds us that we need to keep an eye on history and politicians. We remember the Holocaust because it reminds us of the beautifully diverse population of the world we live in, and the importance of accepting that diversity. We remember the Holocaust because we do not want it to happen again. But even with these efforts to remember such a horrific event in history, genocide still happens. We commemorate the Holocaust but we easily forget that holocausts happen around the world at any moment. After students conduct research from various sources including both print and digital resources, students will demonstrate an enduring understanding by

- *Creating a remembrance poster - Speaking Activity: PART 1:* Imagine that you have been put in charge of a museum exhibit about the Holocaust. Create a remembrance poster for the exhibit based on Elie Wiesel’s speech. Choose two key quotes or ideas from the speech to highlight on your poster. Research the Holocaust, collecting information from print and digital sources. Select important facts, dates, quotes, and photographs to support the main points in Wiesel’s speech. On the poster, include visuals such as a timeline or your own artwork or symbols. Describe your completed work to the class in an oral presentation. Discuss with classmates Wiesel’s purpose and message and how your poster relates to them.
- *Creating a personal memory box. PART 2:* Create your own memory box as a reflection of your life so far. Include quotes, accomplishments, and events that show how you want to be remembered. (Wall of Acceptance tile)

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Pre-assessments ● Assessments of literary elements ● Assessments of skills – grammar, writing, vocabulary ● Daily Warm-ups ● Collaborative skills including speaking, listening ● Reading response journals ● Writer’s Notebook ● Conferencing ● Writing responses ● Student work samples ● Class Discussion 	<ul style="list-style-type: none"> ● Writer’s Notebook revisions and checklists ● Close reading reflections and post-it notes ● Reading response journals ● Student reflections on learning scale or rubrics 	<ul style="list-style-type: none"> ● Literary Analysis & research - “The Drummer Boy of Shiloh” ● Summative Assessment

Stage 3- Learning Plan

Suggested Learning Activities

- **Introduce and reinforce academic vocabulary through unit**
- **Introduce and review literary elements / techniques through mini lessons**
- Literature Circle discussions and cooperative learning activities
- Short story independent reading
- **Encourage independent use of reading strategies**
- **Literary analysis of drama**
- **Compare and contrast story and drama formats of same work**
- **Identity reflection journal/connection of ideas to own life**
- **Read a variety of texts using textual evidence to support skills**
- **Review writing process**
- **Writing mini lessons - Research**
- **Grammar lessons through writing process**
- **Teacher conferencing**
- **Peer and self editing**
- **Presentation of various activities**

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Poetry

- “Identity” - Julio Noboa Polanco
- “There But for the Grace” - Wislawa Szymborska

Short Stories

- “The Ninny” by Anton Chekhov

Drama

- *The Diary of Anne Frank* Acts I and II - Francis Goodrich and Albert Hackett
- From *Life is Beautiful* - Roberto Benigni and Vincenzo Cerami
- “The Governess” by Neil Simon

Novels

- From *The Diary of a Young Girl* by Anne Frank
- *Night* by Elie Wiesel
- *I Have Lived a Thousand Years* by Livia Bitton-Jackson
- *Tuesdays with Morrie* by Mitch Albom

Informational Texts

- From *Anne Frank: The Book, The Life, The Afterlife* - Literary Criticism by Francine Prose (Collections)
- “After Auschwitz” - speech by Elie Wiesel
- *Oprah* with Elie Wiesel - Documentary

Technology Resources

- Google Classroom
- ReadWorks
- NewsELA
- EReading
- Kahoot
- Google Apps
- Quizlet
- YouTube

Accommodations & Modifications *for Spec. Ed., ELL, GT, & At Risk Students*

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- **Leveled Reading Materials**
- **Acronyms**
- **Graphic Organizers**
- **Notes Provided**
- Check agenda book for parent(s) communication
- Read directions aloud
- **Assignment, Project, and Assessment Modification Based on Individual Student Needs**
- **Speech to Text/Text to Speech Features in Google Apps**
- **Technology assisted instruction**
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.