NEPTUNE CITY SCHOOL DISTRICT

English Language Arts
Curriculum
8th Grade

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

August 2024   Document *

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS
CURRICULUM
8TH GRADE

Table of Contents

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Unit Plan Title	Unit 1 Gadgets and Glitches
Suggested Time Frame	6 Weeks

Overview / Rationale

Unit 1 theme "Gadgets and Glitches" students will consider the ways technology both makes our lives better and create challenges. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards - English Language Arts

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Social Studies Connections:

Social Studies Standard 6.1.8.CivicsHR.4.a

Social Studies Standard 6.3.8CivicsPR.3)

Science Connections:

Transplant Medicine ("Mirror Image")

Computer Science and Design Thinking

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

• 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

9TECH.9.4.8.CI.2 Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). TECH.9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a,6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

TECH.9.4.8.TL.4 Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5,
6.1.8. Civics PI.3).

TECH.9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

TECH.9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to
achieve a group goal.

Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Holocaust
All the Light We Cannot See: Anthony Doerr

LBGT and Special Needs Mandate

Social Justice: First Hijab-Wearing Law Maker

Social Justice: Grassroots Activism in the US

Social Justice: Quilting and Politics

Social Justice: First Woman Senator

Social and Emotional Learning Competencies
Self Awareness
Responsible Decision Making
Relationship Skills
Social Awareness
Self Management

Amistad
Jump Ship to Freedom: James Collier and Christopher Collier

Essential Question:	**Unit Goals**
Does technology Improve or Control our lives?	*Students will be able to* ● Analyze Plot ● Analyze Science Fiction ● Identify Central Ideas and Details ● Analyze Organization ● Analyze Structure ● Analyze Irony ● Analyze Claim and Evidence ● Analyze Graphic Features ● Evaluate Rhetoric ● Compare Arguments ● Write an Argument ● Compare Arguments ● Use Context clues for meaning of unknown words ● Use Participles ● Identify Synonyms and Antonyms ● Use Commonly Confused words properly ● Write an Informative Essay ● Create a Graphic Aid ● Write A Sonnet ● Present A Sonnet ● Use Transitional words and Phrases ● Use a dictionary ● Create Public Service Announcement ● Use Greek Roots ● Identify Active and Passive Voice ● Cite Sources and Use Evidence Effectively

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

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

End-Of-Unit Tasks:
Write an Argument
Using ideas, information, and examples from multiple texts in this unit, write an argument on a topic related to technology.

Present an Argument
We're faced with important issues related to technology every day in our daily lives. You've chosen a specific topic related to technology to write about. Now you will adapt your argument for presentation to your classmates.
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Student Resources
Rich selection of diverse books

Reading/Writing Companion
Literature Anthology
Flexible Reader's Choice Texts
Flexible Long Read Options
Online access Tool ED
Peer Coach Videos: Analyze Plot
Anchor Chart: Analyze Plot
Level UP Practice: Plot Stages
Peer Coach: Video: Identify Main Idea, Determine Text Structure
Anchor Chart: Level Up: Identify Main Idea, Determine Text Structure
Level Up: Main Idea and Supporting Details, Point-by-Point Organization
Peer Coach Video: Analyze Form in Poetry, Analyze Irony
Peer Coach Video: Evaluate Author's Argument
Anchor Chart: Evaluate Author's Argument

Level Up:Analyze Arguments, Informational Text
Level Up: Elements of Poetry and Analyze Form in Poetry
Notice and Note Handbook
Interactive Writing and Collaboration tool "Writable"
HMH Text Library

Teacher Resources

Teacher's Edition Into Literature

Unit Planning Guides

Online access "Teacher Corner"

Notice and Note Handbook

Digital Tools

HMH Text Library

Stage 2 – Assessment Evidence

Pre-Assessments:
- Placement and Diagnostic Assessment

Formative Assessments:
- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
- Conference notes
- Small group work notes
-

Benchmarks
- IXL, I-Ready or Commonlit

Summative Assessments:
- Unit Test
- IXL or Iready Assessment

Stage 3 – Learning Plan

Unit 1:sRecommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

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- • Engage in a debate on the topic of technology.
- • Collaborate in a group discussion.
- • Determine meanings of words and phrases.
- • Analyze multiple points of view of a shared topic.
- • Cite evidence to support analysis of the text and analyze argumentative claims.
- • Analyze and use evidence to explain the structure and rhetorical devices used to develop an argument.
- • Conduct research about smartphones and social media
- . • Compare the characteristics and strengths of two arguments.
- • Write an argument about whether technology and social media are obstacles to friendship.
- • Use strategies to plan and develop your argument.
- • Use the Mentor Text as a model for writing an appealing introduction and using reasons and evidence to support a claim.
- • Revise your draft, working with a partner in a peer review.
- • Edit drafts using standard English conventions, correcting misspelling and grammatical errors.
- • Publish your argument to share it with an audience.

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors

- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use an online translator to assist students with pronunciation: http://www.reverso.net/text_transla tion.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic

(bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:

- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Unit Plan Title	Unit 2 The Thriller of Horror
Suggested Time Frame	6 Weeks

Overview / Rationale

Unit 2 theme "The Thriller of Horror" students will learn about the horror genre and why people enjoy scary stories. This unit will examine how to analyze literary criticism, suspense, theme, and mood. Students will know how to analyze digital texts, analyze structure and meter, and describe the use of figurative language, make predictions, and analyze novels.

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards - English Language Arts

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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

Social Studies Connections:

Social Studies Standard 6.2.8GeoHE4c

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Computer Science and Design Thinking

Computing Science

 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

• 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

9TECH.9.4.8.CI.2 Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a,6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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achieve a group goal.

Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Holocaust
LBGT and Special Needs Mandate   **Disabilities: Cognitive Disabilities**
Social and Emotional Learning Competencies
Self Awareness   Responsible Decision Making   Relationship Skills   Social Awareness   Self Management
Amistad

Essential Question: Why do we sometimes like to feel frightened?	**Unit Goals** *Students will be able to* ● Analyze Literary Criticism ● Paraphrase and Summarize Text ● Analyze Point of View ● Analyze Suspense ● Analyze Theme ● Analyze Foreshadowing ● Analyze Epic Poetry ● Analyze an Adoption ● Compare Versions ● Analyze Film ● Write a Literary Analysis ● Use Suffixes ● Use commas properly ● Use Dictionary ● Use Dashes Properly ● Latin Roots ● Subjunctive Mood
Texts:·. ● ***What Is the Horror Genre?*** *(Literary Criticism) by Sharon A. Russell 1000L* ● ***The Tell-Tale Heart*** *(Short Story) by Edgar Allan Poe 1020L* ● *Compare Versions:* ***The Monkey's Paw** (Short Story) by W.W. Jacobs 1020L /**from The Monkey's Paw** (Film Clip) by Ricky Lewis Jr.* ● *Compare Versions**: from The Aeneid of Virgil** (Epic Poem) translated by Allen Mandelbaum N/A L / **from Hades: Lord of the Dead** (Graphic Novel) by George O'Connor N/A L*	**Novel Options:** ● **Coraline** (Novel) by Neil Gaiman 740L ● **The Strange Case of Dr. Jekyll and Mr. Hyde** (Novella) by Robert Louis Stevenson 1060L ● **Miss Peregrine's Home for Peculiar Children** (Novel) by Ransom Riggs 890L **End-Of-Unit Tasks:** **Write a Literary Analysis** Using ideas, information, and examples from multiple texts in this unit, write a literary analysis for other students in your class in which you analyze and interpret one of the stories in this unit. .

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Flexible Reader's Choice Texts Flexible Long Read Options Online access Tool ED Peer Coach Videos: Summarize Informational Texts Anchor Chart: Summarize Informational Texts Level UP: Paraphrasing and Summarizing Peer Coach Video: Analyze Effects of Point of View Anchor Chart: Analyze Effects of Point of View Level Up: Point of View and Suspense & Foreshadowing Peer Coach Videos: AnalyzeThemes in Literary Works Anchor Chart: Analyze Themes in Literary Works Level Up: Theme and Suspense and Foreshadowing Peer Coach Video: Analyze Figurative Language Anchor Chart: Analyze Figurative Language Level Up: Figurative Language Notice and Note Handbook Interactive Writing and Collaboration tool "Writable" HMH Text Library

Teacher Resources
Teacher's Edition Into Literature Unit Planning Guides Online access "Teacher Corner" Notice and Note Handbook Digital Tools HMH Text Library

Stage 2 – Assessment Evidence

Pre-Assessments:
- Placement and Diagnostic Assessment

Formative Assessments:
- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
- Conference notes

- Small group work notes
-

Benchmarks
- IXL, I-Ready or Commonlit

Summative Assessments:
- Unit Test
- IXL or Iready Assessment

Stage 3 – Learning Plan

Unit 1:sRecommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- What is the Horror Genre?
- The Tell-Tale Heart
- The Monkey's Paw
- Hades: Lord of the Dead
- Novel Study: *Miss Peregrine's Home For Peculiar Children* or *The Invisible Man*
- Write A Literary Analysis
- Reading: Analyze Literary Criticism
- Reading: Paraphrase and Summarize Text
- Reading: Analyze Point of View
- Reading: Analyze Suspense
- Reading: Analyze Themes
- Reading: Analyze Foreshadowing
- Reading: Analyze Film
- Reading: Compare Versions
- Reading: Analyze Epic Poetry
- Reading: Analyze an Adaptation
- Research: Create a Character Profile
- Research: Masters of Horror
- Writing: Write a Letter
- Writing: Rewrite a Scene
- Writing: Personal Response
- Writing: Film Review

- Writing: Address Task, Purpose, and Audience
- Writing: Plan, Revise, and Edit
- Writing: Gather Relevant Evidence
- Writing: Use Evidence to Support Ideas
- Media: Find the Tell-Tale Heart
- Media: Create a Storyboard
- Speaking & Listening: Discuss with a Small Group
- Speaking & Listening: Dramatize a Scene
- Speaking & Listening: Share and Discuss Ideas
- Social & Emotional Learning: Your Wish Is My Command
- Social & Emotional Learning: Plan an Adaptation
- Vocabulary: Use Suffixes
- Vocabulary: Use a Dictionary
- Vocabulary: Latin Roots
- Grammar: Subjunctive Mood

- Grammar: Commas
- Grammar: Dashes

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

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All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

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- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting

- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
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- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

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- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
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- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.

- Use an online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

<u>Students at Risk of Failure</u>:

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- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
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- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

<u>High Achieving</u>:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

<u>Strategies to Differentiate to Meet the Needs of a Diverse Learning Population</u>

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Unit Plan Title	Unit 3 Places We Call Home
Suggested Time Frame	6 Weeks

Overview / Rationale
Unit 3 theme "PlacesWe Call Home" students will learn about how places shape people's identity and sense of belonging. This unit will analyze plot, character and narrative structure; analyze graphical elements and literary devices; analyze author's purpose and free verse poetry; make references, analyze argument and counter-argument, and analyze rhetorical devices

Stage 1 – Desired Results
Established Goals:

New Jersey Student Learning Standards - English Language Arts

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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

Social Studies Connections:

Social Studies Standard 6.3.8CivicsDP.1

Studies Standard 6.3.8Civics DP.3

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Computer Science and Design Thinking

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

• 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

TECH.9.4.8.IML.11 Predict the personal and community impact of online and social media activities.

TECH.9.4.8.DC.2 Provide appropriate citation and attribution elements when creating media products (e.g.,W.6.8).

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

TECH.9.4.8.DC.6 Analyze online information to distinguish whether it is helpful or harmful to reputation.

TECH.9.4.8.CI.1 Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural,
gender-specific, generational), and determine how the data can best be used to
design multiple potential solutions

Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Holocaust
"A Common Bond: Teens Forge Friendships Despite Differences": Brooke Hauser

LBGT and Special Needs Mandate
Disabilities: Cognitive Disabilities

Social and Emotional Learning Competencies

Self Awareness
Responsible Decision Making
Relationship Skills
Social Awareness
Self Management

Diversity, Equity, and Inclusion
from **The Book of Unknown Americans: Cristina Henriquez**
"I Have a Dream" (2012) by Dr. Martin Luther King Jr.
New Immigrants Share Their Stories: Documentary by The Working Group
Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:

Spirit Walking in the Tundra, Poem by Joy Harjo Inside Out and Back Again Novel in verse by Thannha Lai Salmon Boy by Michael J. Caduto and Joseph Bruchac

Amistad *from* The Book of Unknown Americans: Cristina Henriquez "I Have a Dream" (2012) by Dr. Martin Luther King Jr.

Essential Question: What are the places that shape who you are?	**Unit Goals** *Students will be able to* ● Analyze Plot ● Analyze Theme ● Analyze Character ● Analyze ● Imagery ● Analyze Text Elements ● Compare Purposes ● Elevate a documentary ● Write a short Story ● Use a Dictionary ● Use Ellipses ● Use context clues to determine meaning of unknown words ● Imperative Mood ● Write a poem ● Hold a Debate ● Use Multiple Meaning Words properly ● Use Semicolons, colons and Parentheses ●

Texts:·	Novel Options:
● *from The Book of Unknown Americans (Novel) by Cristina Henríquez 870L* ● *My Favorite Chaperone (Short Story) by Jean Davies Okimoto 780L* ● *Spirit Walking in the Tundra (Poem) by Jean Joe Harjo N/A L* ● *Compare Purposes: New Immigrants Share Their Stories (Documentary) produced by The Working Group / A Common Bond (Informational Text) by Brooke Hauser 1150L*	● *Enrique's Journey (Biography) by Sonia Navarro 770L* ● *The Late homecomer (Memoir) by Kao Kalia Yang 890L* ● *Inside Out and Back Again (Novel in Verse) by Thanhhà Lai 800L* **End-Of-Unit Tasks:** **Write a Short Story** Using ideas, information, and examples from multiple texts in this unit, write a short story about a character who is struggling with an obstacle in relation to a place. .

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Unit 3: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

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- New Immigrants Share Their Stores
- A Common Bond
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  http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
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Unit Plan Title	Unit 4 The Fight for Freedom
Suggested Time Frame	6 Weeks

Overview / Rationale

Unit 4 theme "The Fight for Freedom" students will learn about the Civil War and how enslaved people risked their lives to free themselves and others. This unit includes analyzing the author's point of view, analyzing elements of documentary, primary sources, autobiography, realistic fiction, character qualities, drama, and free verse. Students will determine key ideas, analyze text structure, and reflect on the year with the completion of a capstone project.

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards - English Language Arts

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis

of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

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RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

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L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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

Social Studies Connections:

Social Studies Standard 6-8.D.3.2.6-8

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Computer Science and Design Thinking

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

• 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

TECH.9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to
achieve a group goal.
TECH.9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to
determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
TECH.9.4.8.IML.13 Identify the impact of the creator on the content, production, and delivery of information
(e.g., 8.2.8.ED.1).
TECH.9.4.8.DC.7 Collaborate within a digital community to create a digital artifact using strategies such as
crowdsourcing or digital surveys.
TECH.9.4.8.DC.4 Explain how information shared digitally is public and can be searched, copied, and
potentially seen by public audiences.

Key Skills

● Act as a responsible and contributing community member and employee.
● Attend to financial well-being.
● Consider the environmental, social and economic impacts of decision
● Demonstrate creativity and innovation.
● Utilize critical thinking to make sense of problems and persevere in solving them.
● Model integrity, ethical leadership and effective management
● Plan education and career paths aligned to personal goals.
● Use technology to enhance productivity, increase collaboration and communicate effectively.
● Work productively in teams while using cultural/global competence

Holocaust
LBGT and Special Needs Mandate

Social and Emotional Learning Competencies
Self Awareness Responsible Decision Making Relationship Skills Social Awareness Self Management

Diversity, Equity, and Inclusion *From* <u>Narrative of the Life of Frederick Douglas, American Slave:</u> **Frederick Douglas** <u>From, Aharriet Tubman Conductor on the Underground Railroad</u>
Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:

Amistad	
***From* <u>Narrative of the Life of Frederick Douglas, American Slave:</u> Frederick Douglas**	
Essential Question: What will people risk to be free?	**Unit Goals** *Students will be able to* ● Analyze Autobiography ● AnalyzeStructure ● Analyze Setting ● Analyze Literary Devices ● Analyze Figurative Language ● Analyze Poetry ● Analyze Biography ● Analyze Word Choices ● Analyze Chronological Order ● Compare Treatments ● Write a Research Report ● Participate in Collaborative Discussion ● Connotation and Denotation ● Infinitives and Infinitive Phrases ● Interpret Figures of Speech ● Indicative Mood ● Create a Memorial ● Choral Reading ● Latin Roots ● Conditional Mood ● Write a Letter ● Recite a Poem

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

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

End-Of-Unit Tasks:

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

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

Student Resources
Rich selection of diverse books
Reading/Writing Companion
Literature Anthology
Flexible Reader's Choice Texts
Flexible Long Read Options
Online access Tool ED
Peer Coach Videos: Analyze Cause and Effect Text Structures
Anchor Chart: Analyze Cause and Effect Text Structures
Level Up: Biographies and Autobiographies, cause and effect organization
Peer Coach Videos: Analyze Characterization and Analyze Tone
Level Up: Methods of Characterization and Tone
Peer Coach Video: Anallyze Figurative Language and Determine Text Structure

Anchor Chart: Analyze Figurative Language and Determine Text Structure
Level Up; Figurative Language and Chronological Order
Notice and Note Handbook
Interactive Writing and Collaboration tool "Writable"
HMH Text Library

Teacher Resources

Teacher's Edition Into Literature
Unit Planning Guides
Online access "Teacher Corner"
Notice and Note Handbook
Digital Tools
HMH Text Library

Stage 2 – Assessment Evidence

Pre-Assessments:
- Placement and Diagnostic Assessment

Formative Assessments:
- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
- Conference notes
- Small group work notes
-

Benchmarks
- IXL, I-Ready or Commonlit

Summative Assessments:
- Unit Test
- IXL or Iready Assessment

Stage 3 – Learning Plan

Unit 4: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- from Narrative of the Life of Frederick Douglass
- The Drummer Boy of Shiloh
- Harriet Tubman: Conductor on the Underground Railroad
- Not My Bones
- from Fortune's Bones
- Novel Study: *Roll of Thunder, Hear My Cry* OR *March Forward, Girl*
- Write a Research Report
- Reading: Analyze Autobiography
- Reading: Analyze Structure
- Reading: Analyze Setting
- Reading: Analyze Literary Devices
- Reading: Analyze Biography
- Reading: Analyze Word Choice
- Reading: Analyze Figurative Language
- Reading: Analyze Chronological Structure
- Reading: Compare Treatments
- Writing: Write a Speech
- Writing: Write a Letter
- Writing: Literary Analysis
- Writing: Write Informative/Explanatory Text
- Writing: Address Task, Purpose, and Audience
- Writing: Improve Writing by Planning, Revising, Editing, and Rewriting
- Writing: Gather Information from Multiple Sources
- Writing: Conduct Short Research Projects
- Writing: Draw Evidence from Informational Texts
- Social & Emotional Learning: Discuss with a Small Group
- Social & Emotional Learning: Research the Battle of Shiloh
- Speaking & Listening: Express Ideas Visually
- Media: Create a Graphic Adaptation
- Media: Dramatize a Scene
- Media: Recite a Poem
- Research: Create a Timeline
- Vocabulary: Connotation and Denotation
- Vocabulary: Interpret Figures of Speech
- Vocabulary: Latin Roots
- Grammar: Indicative Mood
- Grammar: Infinitives and Infinitive Phrases

- Grammar: Use Verb Moods

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers

- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.

- Use an online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Unit Plan Title	Unit 5 Finding Your Path
Suggested Time Frame	6 Weeks

Overview / Rationale
Unit 5 theme "Finding Your Path"students will consider how the challenges of the teen years prepare them for their future as adults. This unit will analyze plot, character and narrative structure; analyze graphical elements and literary devices; analyze author's purpose and free verse poetry; make references, analyze argument and counter-argument, and analyze rhetorical devices.

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards - English Language Arts

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Social Studies Connections:

Social Studies Standard 6-8.D.3.2.6-8

Science Connections: "The Debt We Owe to the Adolescent Brain"

Computer Science and Design Thinking

Computing Science

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● Consider the environmental, social and economic impacts of decision
● Demonstrate creativity and innovation.
● Utilize critical thinking to make sense of problems and persevere in solving them.
● Model integrity, ethical leadership and effective management
● Plan education and career paths aligned to personal goals.
● Use technology to enhance productivity, increase collaboration and communicate effectively.
● Work productively in teams while using cultural/global competence

Holocaust   **"A Common Bond: Teens Forge Friendships Despite Differences": Brooke Hauser**
LBGT and Special Needs Mandate   **Poem Identity by Julio Noboa Polanco**
Social and Emotional Learning Competencies   Self Awareness   Responsible Decision Making   Relationship Skills   Social Awareness   Self Management
Diversity, Equity, and Inclusion   **The Outsiders, by S.E Hinton**   **The House on Mango Street by Sandra Cisneros**   **Hush by Jacqueline Woodson**

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:

Amistad
From Bronx Masquerade - Harlem Renaissance

Essential Question:	Unit Goals
How do challenges you face today help to shape your future?	*Students will be able to* ● Analyze Perspectives ● Analyze Characterization ● Analyze Structure ● Analyze Author's Purpose ● Compre Poetic Structure ● Compare Poems ● Analyze Claim andEvidence ● Identify Counterclaims ● Analyze Rhetoric Devices ● Compare Arguments ● Write an Argument ● Present an Argument ● Use Context Clues ● Gerunds ● Use Reference Materials ● Interrogative Mood ● Dramatic Reading ● Shifts in Voice and Mood ● Word Families ● Parallel Structure

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

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

End-Of-Unit Tasks:

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

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

Student Resources
Rich selection of diverse books
Reading/Writing Companion
Literature Anthology
Flexible Reader's Choice Texts
Flexible Long Read Options
Peer Coach Video: Analyze Effects of Point of View and Analyze Characterization
Anchor Chart: Analyze Effects of Point of View and Analyze Characterization
Level Up Point of View and Methods of Characterization
Peer Coach Video: Determine Text Structure and Analyze Author's Purpose
Anchor Chart: Determine Text Structure and Analyze Author's Purpose
Level Up: Author's Purpose
Peer Coach Video: Evaluate Structural and Stylistic Aspects of Poetry
Anchor Chart: Evaluate Structural and Stylistic Aspects of Poetry
Level Up: Elements of Poetry

Peer Coach Video: Evaluate Author's Argument and Identify Opposing Claims and Counterclaims
Anchor Chart: Evaluate Author's Argument and Identify Opposing Claims and Counterclaims
Level Up: Analyzing Arguments
Peer Coach Video: Analyze Cause and Effect Text Structure and Analyze Rhetorical Devices
Anchor Chart: Analyze Cause and Effect Text Structure and Analyze Rhetorical Devices
Level Up: Cause and Effect Organization
Online access Tool ED
Peer Coach Videos:
Notice and Note Handbook
Interactive Writing and Collaboration tool "Writable"
HMH Text Library

Teacher Resources

Teacher's Edition Into Literature
Unit Planning Guides
Online access "Teacher Corner"
Notice and Note Handbook
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Stage 2 – Assessment Evidence

Pre-Assessments:
 ● Placement and Diagnostic Assessment

Formative Assessments:
 ● Selection Tests
 ● Comprehension Quizzes
 ● Participation in class discussions/debates
 ● Exit tickets
 ● Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
 ● Conference notes
 ● Small group work notes
 ●
Benchmarks
 ● IXL, I-Ready or Commonlit

Summative Assessments:
 ● Unit Test
 ● IXL or Iready Assessment

Stage 3 – Learning Plan

Unit 5: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- from Bronx Masquerade
- The Debt We Owe to the Adolescent Brain
- Hanging Fire
- Summer of His Fourteenth Year
- from It's Complicated: The Social Lives of Networked Teens
- Outsmart Your Smartphone
- Novel Study: *The Outsiders*, *The Call of the Wild,* or *The House on Mango Street*
- Write an Argumentative/Explanatory Essay
- Reading: Analyze Perspectives
- Reading: Analyze Characterization
- Reading: Analyze Structure
- Reading: Analyze Author's Purpose
- Reading: Compare Poetic Structure
- Reading: Compare Poems
- Reading: Analyze Claim and Evidence
- Reading: Identify Counterclaims
- Reading: Analyze Structure
- Reading: Analyze Rhetorical Devices
- Reading: Compare Arguments
- Writing: Write a Poem
- Writing: Literary Analysis
- Writing: Opinion Piece
- Writing: Email
- Writing: Write an Argument
- Writing: Address Task, Purpose, and Audience

- Writing: Improve Writing by Planning, Revising, Editing, and Rewriting
- Writing: Gather Information from Multiple Sources
- Writing: Use Evidence to Support Ideas
- Speaking & Listening: Present a Poem
- Speaking & Listening: Dramatic Reading
- Speaking & Listening: Media Messages
- Social & Emotional Learning: Discuss as a Small Group
- Media: Create an Infographic
- Research: Technology Topics
- Vocabulary: Use Reference Materials

Accommodations/Modifications

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- Strategic seating (with a purpose - eg. less distraction)
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- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
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- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses

- Role Play-students create or participate in role playing situations or Reader's Theater
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- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Unit Plan Title	Unit 6 The Legacy of Anne Frank
Suggested Time Frame	6 Weeks

Overview / Rationale

Unit 6 theme "The Legacy of Anne Frank"students will learn about the Holocaust, mainly through the eyes of Anne Frank, a young Jewish victim who wrote about her experience hiding from the Nazis with her family. This unit includes analyzing the author's point of view, analyzing elements of documentary, primary sources, autobiography, realistic fiction, character qualities, drama, and free verse. Students will determine key ideas, analyze text structure, and reflect on the year with the completion of a capstone project.

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards - English Language Arts

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the

author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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

Social Studies Connections:

Social Studies Standard 6-8.D.3.2.6-8

Science Connections: "The Debt We Owe to the Adolescent Brain"

Computer Science and Design Thinking

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

• 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

TECH.9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to
achieve a group goal.
TECH.9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to
determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
TECH.9.4.8.IML.13 Identify the impact of the creator on the content, production, and delivery of information
(e.g., 8.2.8.ED.1).
TECH.9.4.8.DC.7 Collaborate within a digital community to create a digital artifact using strategies such as
crowdsourcing or digital surveys.
TECH.9.4.8.DC.4 Explain how information shared digitally is public and can be searched, copied, and
potentially seen by public audiences.

Key Skills

● Act as a responsible and contributing community member and employee.
● Attend to financial well-being.
● Consider the environmental, social and economic impacts of decision
● Demonstrate creativity and innovation.
● Utilize critical thinking to make sense of problems and persevere in solving them.
● Model integrity, ethical leadership and effective management
● Plan education and career paths aligned to personal goals.
● Use technology to enhance productivity, increase collaboration and communicate effectively.
● Work productively in teams while using cultural/global competence

Holocaust **The Diary of Anne Frank: Anne Frank**
LBGT and Special Needs Mandate
Social and Emotional Learning Competencies Self Awareness Responsible Decision Making Relationship Skills Social Awareness Self Management
Diversity, Equity, and Inclusion
Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:

Amistad	
Essential Question: What can we learn from tragic events?	**Unit Goals** *Students will be able to* ● Analyze Drama ● Analyze a Diary ● Make Inferences ● Analyze Appeals ● Analyze Rhetorical Devices ● Analyze Sound Devices ● Analyze Figurative Language ● Compare Poems ● Use Prefixes ● Capitalization ● Connotations and Denotation ● Transitions in Writing ● Recite a Poem
Texts: ● ***The Diary of Anne Frank** (Drama) by Frances Goodrich and Albert Hackett N/A* ● ***From The Diary of a Young Girl** (Diary) by Anne Frank 990L* ● ***After Auschwitz** (Speech) by Elie Wiesel 920L* ● *Compare Poems:* ***There But for the Grace** (Poem) by Wisława Szymborska N/A L /* ***Days** (Poem) by Billy Collins N/A L*	**Novel Options:** ● ***The Book Thief** (Novel) by Mark Zusack 730L* ● ***The Diary of a Young Girl** (Diary) by Anne Frank 1080L* ● ***Tropical Secrets** (Novel in Verse) by Margarita Engle 1170L* **End-Of-Unit Tasks:** **Write a Personal Narrative** Using ideas, information, and examples from multiple texts in this unit, including the November 11, 1943, entry from *The Diary of a Young Girl*, in which Anne Frank writes about a pen she values, write a personal narrative about an experience involving a treasured object.. .

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Flexible Reader's Choice Texts Flexible Long Read Options Peer Coach Video: Analyze Dialogue Anchor Chart: Analyze Dialogue Level Up: Elements of Drama Peer Coach Video: Make Inferences Anchor Chart: Make Inferences Level Up: Making Inferences Peer Coach Video: Analyze Rhetoric Devices Anchor Chart: Analyze Rhetoric Devices Level Up: Analyze Rhetoric Devices Peer Coach Video: Analyze Sound Devices and Figurative Language Anchor Chart:Analyze Sound Devices and Figurative Language Level Up: Figurative Language Online access Tool ED Peer Coach Videos: Notice and Note Handbook Interactive Writing and Collaboration tool "Writable" HMH Text Library

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Summative Assessments:
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Stage 3 – Learning Plan

Unit 6 Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- The Diary of Anne Frank
- After Auschwitz
- There But for the Grace
- Days
- Novel Study: *Diary of a Young Girl*, *Number the Stars,* or *Night*
- Write a Personal Narrative
- Reading: Analyze Drama
- Reading: Analyze Appeals
- Reading: Analyze Rhetorical Devices
- Reading: Analyze Sound Devices
- Reading: Analyze Figurative Language
- Reading: Compare Poems
- Writing: Start Some Drama
- Writing: Create a Timeline
- Writing: Literary Analysis
- Writing: Write a Personal Narrative
- Writing: Use Transitions
- Writing: Use Narrative Techniques
- Writing: Plan, Revise, and Edit
- Speaking & Listening: Character Analysis
- Speaking & Listening: Recite a Poem
- Media: Make a Poster
- Media: Make a Poster
- Research: Pick a Poet
- Social & Emotional Learning: Dramatize a Relationship
- Social & Emotional Learning: Discuss with a Group
- Vocabulary: Use Prefixes
- Grammar: Capitalization

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