

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: English Language Arts	Grade Level(s): 8th
Department: Humanities	Credits: N/A
BOE Adoption Date: June 2015	Revision Date(s): August 2019

Course Description

The eighth grade language arts curriculum utilizes a balanced literacy approach. The course incorporates reading units that relate to literature and non-fiction, as well as writing units that are based on genre. Reading and writing units are taught concurrently.

Although independent reading revolves around student choice, whole class reading will relate to thematic units which include: Acceptance of Differences, Friendship, Overcoming Obstacles, Understanding Bias and Author's Perspective, Poetry, and Greek Mythology. Emphasis on close reading strategies will allow students to understand key ideas and details, as well as understand and appreciate author's craft and structure. Word study stretches beyond literal meaning; students will understand that words have multiple meanings and nuances expressed through connotation and figurative devices.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: English Language Arts 8th

Prerequisite(s): ELA 7

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p style="text-align: center;">Unit 1: Theme - Acceptance W-Narrative/Literary Analysis</p>	<p>Sept.- 3-4 weeks</p>	<p>Power Standards NJSLSA RL.8.2 NJSLSA W.8.3</p> <p>Secondary Standards NJSLS RL.8.1 NJSLS RI. 8.1 NJSLS RL.8.3 NJSLS RL.8.4 NJSLS RI. 8.5 NJSLS RL.8.6 NJSLS RL.8.7 NJSLS RI. 8.9 NJSLS L.8.4 NJSLS L.8.5 NJSLS W.8.1 NJSLS W.8.4 NJSLS W.8.5 NJSLS W.8.6 NJSLS L.8.1 NJSLS L.8.2</p>	<p>Reading: SWBAT to identify themes in the anchor text Flowers for Algernon and understand how these themes connect to other stories. Students will accomplish this in part by using close reading strategies to explore choices authors make in regard to point of view, structure, irony, allusion, and allegory. Citing evidence from the text will be a focus in this unit. (3-4 Weeks)</p> <p>Writing: SWBAT identify and replicate the author point of view and identify the impact it has on a story. After discussing and analyzing point of view in Flowers for Algernon, students will complete narrative tasks that relate to the text. (3-4 Weeks)</p>	<p>Reading</p> <ol style="list-style-type: none"> 1. Identify elements of plot in a story 2. Identify the setting, mood, and theme of a story 3. Make inferences based on evidence from the text 4. Analyze character development throughout a story (direct vs indirect) 5. Identify the characters' motives 6. Identify the main idea and supporting details 7. Summarize short and long reading passages, both fiction and non-fiction 8. Identify and explain literary and biblical allusions 9. Identify and explain allegory 10. Analyze the effect of irony being used 11. Recognize examples and the effect of foreshadowing

				<ol style="list-style-type: none"> 12. Study the effect of imagery in texts 13. Recognize the reason for author’s choice of narrative point of view (1st, 3rd limited, 3rd omniscient) 14. Use context clues to define vocabulary 15. Recognize and interpret the connotative meaning 16. Identify and interpret figurative language 17. Distinguish between literal and figurative meaning 18. Recognize author’s choice in the structure of chapters, story opening, and story ending <p>Writing</p> <ol style="list-style-type: none"> 1. Establish a point of view in a narrative 2. Support the point of view through relevant details 3. Use literary techniques, such as dialogue, foreshadowing, and description to develop the plot 4. Write effective dialogue to support character traits 5. Use precise language to convey the story 6. Make relevant connections to the text 7. Critique the writing of peers 8. Parts of speech 9. Punctuate dialogue correctly
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<p>Unit 2: Theme - Friendship</p> <p>W-Compare/Contrast /Literary Analysis</p>	<p>Oct. - 4-5 weeks</p>	<p>Power Standard: NJLSA RL.8.2 NJLSA W.8.1</p> <p>Secondary Standard: NJSLS RL.8.1 NJSLS RI.8.1 NJSLS RL.8.3 NJSLS RL 8.4 NJSLS RL.8.5 NJSLS RI.8.6 NJSLS RL.8.6 NJSLS RL 8.7 NJSLS RL.8.9 NJSLS L.8.4 NJSLS L.8.5 NJSLS W.8.2 NJSLS W.8.3 NJSLS W.8.4 NJSLS W.8.5 NJSLS W.8.9 NJSLS L.8.1 NJSLS L.8.2</p>	<p>Reading: SWBAT explore themes in Of Mice and Men and understand how these themes connect to other stories and to the idea of friendship. Students will continue to utilize close reading strategies to explore choices authors make in regard to point of view, structure, irony, allusion, and allegory.</p> <p>Writing: SWBAT examine the connection between literature and writing, focusing on the genre of literary analysis. Strong textual support, developing a thesis statement, and providing in-depth support will be discussed. Students will then draft their own essay, comparing and contrasting two texts and using one of two organizational structures (Block or Point by Point)</p>	<p>Reading</p> <ol style="list-style-type: none"> 1. Identify elements of plot in a story 2. Identify the setting, mood, and theme of a story 3. Make inferences based on evidence from the text 4. Analyze character development throughout a story (direct vs indirect) 5. Distinguish between relevant and extraneous information 6. Identify the main idea and supporting details 7. Identify and explain biblical and literary allusions 8. Recognize examples and the effect of foreshadowing 9. Study the historical context of the setting of a story 10. Recognize the reason for author's choice of narrative point of view (1st, 3rd limited, 3rd omniscient) 11. Use context clues to define vocabulary 12. Identify and interpret figurative language 13. Distinguish between literal and figurative meaning 14. Recognize author's choice in the structure of chapters, story opening, and story ending 15. Compare and contrast fictional characters
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				<p>16. Compare themes in fictional works</p> <p>17. Determine the influence of traditional pieces on modern text</p> <p>18. Compare a story to its filmed version</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Summarize events in a story 2. Identify the elements of literary analysis, specifically as it relates to a compare/contrast essay 3. Distinguish between analysis and informational writing 4. Identify the format of literary analysis 5. Analyze a prompt and determine what it requires of the writer 6. Follow appropriate typing format and conventions 7. Write a clear thesis statement 8. Select direct and indirect quotations that relate to the topic as evidence 9. Cite in-text direct and indirect quotations appropriately 10. Use introductory words and phrases to introduce evidence and create cohesion 11. Explain quotations used as support to enhance meaning
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				<ol style="list-style-type: none"> 12. Provide adequate supporting details for each main idea in writing 13. Use transitional phrases to establish a link between ideas 14. Use and maintain a formal style in writing 15. Choose specific language to explain a topic 16. Write a concluding statement/section that follows from and supports analysis 17. Revise and edit the written piece for improvement 18. Recognize and identify multiple organizational models 19. Apply a specific organizational strategy to a compare-contrast essay 20. Draw evidence from texts to support literary analysis
<p>Unit 3: Theme- Overcoming Obstacles</p> <p>W- Research/ Literary Analysis</p>	Nov. – Dec. (6 weeks)	<p>Power Standard NJSLSA RL.8.3 NJSLSA W.8.1. NJSLSA W.8.2</p> <p>Secondary Standard NJSLS RL.8.1 NJSLS RL.8.2 NJSLS RL.8.4 NJSLS RL.8.5 NJSLS RL.8.6 NJSLS RL.8.7 NJSLS RL.8.9 NJSLS L.8.4</p>	<p>Reading SWBAT analyze the historical context of that time period, how it affected the people of the time, and how it still affects people today. Primary and secondary sources will be used. The major skills focus of the unit will be elements of drama, the structure of a play, dramatic irony, dramatic license, theme, allusion, foils, and shifts in mood.</p> <p>Writing SWBAT consider both sides of an</p>	<p>Reading</p> <ol style="list-style-type: none"> 1. Identify elements of plot in a drama 2. Identify the setting, mood, and theme of a drama 3. Make inferences based on evidence from the text 4. Analyze character development throughout a drama (direct vs indirect) 5. Identify the characters' motives 6. Distinguish between types of irony and examine the effect 7. Identify the main idea and

		<p>NJSLS L.8.5 NJSLS W.8.1 NJSLS W.8.1A NJSLS W.8.1C NJSLS W.8.1D NJSLS W.8.1E NJSLS L.8.1 NJSLS L.8.2 NJSLS SL. 8.1.</p>	<p>argument and address counterclaims in both writing and speaking. Students will clearly structure their writing and draw logical conclusions from reasons and evidence presented.</p>	<p>supporting details</p> <ol style="list-style-type: none"> 8. Analyze short and long reading passages, both fiction and non-fiction, to establish a timeline of actual events 9. Analyze how non-fiction pieces can serve as inspiration for fictional pieces 10. Identify and explain literary and biblical allusions 11. Recognize character foils in a text and explain their meaning 12. Recognize shifts in mood within a scene and explain its effect 13. Identify and analyze use of dramatic license 14. Determine the author's purpose 15. Use context clues to define vocabulary 16. Recognize and interpret words with multiple meanings 17. Identify and interpret figurative language 18. Distinguish between literal and figurative meaning 19. Compare and contrast fictional characters 20. Compare the theme of a fictional account to its non-fiction inspiration 21. Draw correlations between the play and nonfiction articles 22. Evaluate the differences between a play and film adaptations
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				<p>Writing</p> <ol style="list-style-type: none"> 1. Maintain a formal style 2. Provide a concluding statement or section that follows from and supports the thesis 3. Follow typing appropriate typing format and conventions 4. Write a clear thesis statement 5. Select direct and indirect quotations that relate to the topic as evidence 6. Follow MLA guidelines to cite direct and indirect quotations when used 7. Explain quotations used as support to enhance meaning 8. Provide adequate supporting details for each main idea in writing 9. Use introductory words and phrases to introduce evidence and create cohesion 10. Use transitional phrases to establish a link between ideas 11. Use and maintain a formal style in writing 12. Choose specific language to explain a topic 13. Write a concluding statement/section that follows from and supports analysis 14. Revise and edit the written piece for improvement 15. Draw evidence from texts to support claims
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<p>Unit 4: Theme- Understanding Bias and Author’s Perspective</p> <p>W-RST & Creative</p>	<p>Feb.-Mar. (8 weeks)</p>	<p>Power Standard NJSLSA RI.8.1 NJSLSA W.8.7 NJSLSA W.8.1 NJSLSA RL.8.4 NJSLSA W.8.4</p> <p>Secondary Standards NJSLS RI.8.3 NJSLS RI.8.6 NJSLS RI.8.8 NJSLS RI.8.9 NJSLS L.8.4 NJSLS L.8.5 NJSLS W.8.8 NJSLS W.8.9 NJSLS L.8.1 NJSLS L.8.2 NJSLS L.8.3 NJSLS RL.8.1 NJSLS RL.8.2 NJSLS RL.8.4 NJSLS RL.8.5 NJSLS RL.8.6 NJSLS RL.8.7 NJSLS RL.8.9 NJSLS L.8.4 NJSLS L.8.5 NJSLS W.8.5 NJSLS W.8.6 NJSLS W.8.9 NJSLS W.8.9A</p>	<p>Reading: SWBAT will explore themes in <i>The 57 Bus</i> and another teacher-selected non-fiction supporting text. They will understand how these themes connect to the idea of overcoming obstacles. Students will accomplish this in part by using close reading strategies to explore choices authors make in regard to point of view, author’s purpose, structure, irony, allusion, and tone. Citing informational text and outside sources will be a focus in this unit.</p> <p>SWBAT read and appreciate poetry and parody. Students will examine the author’s use of language, style, and voice to achieve heightened effects of emotion and humor. Students will understand when it is acceptable to ignore language conventions in poetry and recognize the effects of doing so. Students will analyze poems throughout the entirety of the year in all units but focus specifically on style during this three week period.</p> <p>Writing: SWBAT analyze print, video, and other informational graphics in order to create a cohesive response analyzing a specific topic.</p> <p>SWBAT consider both sides of an</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1. Identify the setting, mood, tone, and theme of a story 2. Make inferences based on evidence from the text 3. Find evidence in the text to support inferences 4. Distinguish between relevant and extraneous information 5. Identify the main idea and supporting details 6. Analyze how non-fiction pieces are developed (examples, anecdotes, cause & effect, etc.) 7. Identify and explain biblical allusions 8. Identify and explain the effect of bias 9. Analyze shifts in tone and author rationale for shifts 10. Analyze primary and secondary sources 11. Determine author’s point of view (author’s position) 12. Use context clues to define content-specific vocabulary 13. Recognize and interpret the connotative meaning 14. Recognize and interpret words with multiple meanings
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			<p>argument and address counterclaims in both writing and speaking. Students will clearly structure their writing and draw logical conclusions from reasons and evidence presented.</p> <p>Students will write original poems demonstrating the use of poetic elements. Students will also write original parodies that reflect an understanding of the genre and its traits.</p>	<ol style="list-style-type: none"> 15. Analyze the author’s choices in text structure 16. Draw correlations between the texts and nonfiction articles 17. Identify analogy and determine the effect on text 18. Analyze texts for figurative language 19. Determine the theme or central idea of a text 20. Determine the meaning of words/phrases 21. Determine the impact of specific word choice 22. Compare/contrast structure of two or more texts 23. Analyze structure as it contributes to the meaning of the text 24. Cite the textual evidence that strongly supports analysis of the text <p>Writing</p> <ol style="list-style-type: none"> 1. Summarize information in a coherent way 2. Use and maintain a formal style in writing 3. Follow a standard format for citation
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				<ol style="list-style-type: none"> 4. Explain quotations used as support to enhance meaning 5. Provide adequate supporting details for each main idea in writing 6. Use introductory words and phrases to introduce evidence and create cohesion 7. Choose the specific language to explain a topic 8. Use transitional phrases to establish a link between ideas 9. Write a concluding statement/section that follows from and supports analysis 10. Revise and edit the written piece for improvement 11. Use technology to produce, edit, and publish writing 12. Write a clear thesis statement 13. Select direct and indirect quotations that relate to the topic as evidence 14. Follow MLA guidelines to cite direct and indirect quotations when used 15. Avoid plagiarism in writing 16. Compound, compound-complex sentences 17. Use of semicolon
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				<ul style="list-style-type: none"> 18. Identify claims and counterclaims 19. Provides effective and comprehensive development of the claim 20. Uses clear and convincing reasoning supported by textual evidence 21. Develop original pieces that contain elements of poetry and poetic devices 22. Create a variety of poetic structures 23. Develop a theme through an original song parody 24. Use precise language and vocabulary to inform about or explain the topic 25. Use precise language, imagery, figurative expressions, etc. in writing original poems and parodies 26. Establish and maintain an appropriate style 27. Revise and edit the written piece for improvement 28. Use selected details from source text to develop an original piece 29. Utilize multimedia to enhance or present work
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<p>Unit 5: Greek Mythology</p> <p>W-Creative Writing/Literary Analysis</p>	<p>May-June (5-6 weeks)</p>	<p>Power Standards NJLSA RL.8.9 NJLSA W.8.4</p> <p>Supporting Standards NJSL W.8.9 NJSL L.8.1 NJSL L.8.2 NJSL W.8.5 NJSL W.8.6 NJSL RI.8.7 NJSL L.8.4 NJSL L.8.5 NJSL RL.8.2 NJSL RL.8.3 NJSL RL.8.6 NJSL RL.8.7</p>	<p>Reading: SWBAT compare themes, purposes, and ideas of Greek myths to other Greek myths, myths from other cultures, and modern texts. Students will determine theme, text purpose, oral tradition, and traditional story structure (quest cycle, tragic hero, etc) while also comparing these ideas to similar stories both ancient and modern day.</p> <p>Writing: SWBAT analyze myths and how their structure contributes to the whole genre. Students will also write original adaptations of myths, reflecting their understanding of origin stories and their necessary components.</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1. Identify elements of plot in a story 2. Identify setting, mood, and theme of a story 3. Make inferences based on evidence from text 4. Analyze character development throughout a story 5. Identify characters' motives 6. Distinguish between relevant and extraneous information 7. Identify main idea and supporting details 8. Summarize short and long reading passages, both fiction and non-fiction 9. Analyze how non-fiction pieces relate to fictional pieces 10. Identify and explain traditional story elements (character, theme, structure) 11. Recognize the effect of the oral tradition on text 12. Identify the purpose of a text 13. Use context clues to define vocabulary 14. Identify and interpret figurative language

				<p>15. Distinguish between literal and figurative meaning</p> <p>16. Compare and contrast theme</p> <p>17. Compare a story to its filmed version</p> <p>18. Identify and explain the role of tragic hero</p> <p>19. Compare and contrast traditional myths to modern text</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Develop original pieces that contain elements necessary for a myth 2. Develop a theme through an original work 3. Use precise language and domain specific vocabulary to inform about or explain the topic 4. Use precise language, imagery, figurative expressions, etc. in writing creative pieces 5. Establish and maintain an appropriate style 6. Revise and edit the written piece for improvement 7. Draw evidence from texts to support writing
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				8. Identify and correctly use parallel structure 9. Identify misplaced modifiers 10. Cite textual evidence to support responses 11. Analyze a variety of different myths and how they compare to one another
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Instructional Unit Map			
Course Title: 8th Grade English Language Arts			
Unit Title	Theme - Acceptance Writing- Narrative Focus/Literary Analysis		Start Date: September
			Length of Unit: 3-4 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards NJLSA RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. NJLSA W.8.3 Write narratives to develop real or imagined	Learning Goals	Reading: SWBAT to identify themes in the anchor text Flowers for Algernon and understand how these themes connect to other stories. Students will accomplish this in part by using close reading strategies to explore choices authors make in regard to point of view, structure, irony, allusion, and allegory. Citing evidence from the text will be a focus in this unit. (3-4 Weeks) Writing: SWBAT identify and replicate the author point of view and identify the impact it has on a story. After discussing and analyzing point of view in Flowers for Algernon, students will complete narrative tasks that relate to the text. (3-4 Weeks)

	<p>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Secondary Standards NJSLS RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS RI. 8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>NJSLS RL.8.4</p>		
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	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>NJSLS RI. 8.5 Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>NJSLS RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>NJSLS RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or</p>		
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	<p>departs from the text or script.</p> <p>NJSLS RI. 8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>NJSLS L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>NJSLS L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>		
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	<p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>NJSLS W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing</p>		
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	<p>types are defined in standards 1–3 above.)</p> <p>NJSLS W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLS W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>NJSLS L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS L.8.2 Demonstrate command of the conventions of standard English capitalization,</p>		
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	<p>punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly.</p>								
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. <i>What can we understand about an author’s style through continuing their work?</i> 2. <i>What are the different ways in which author’s can develop a character?</i> 3. <i>What are the advantages and disadvantages to being intelligent?</i> 								
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 33%; text-align: center;">Formative</th> <th style="width: 33%; text-align: center;">Summative</th> <th style="width: 33%; text-align: center;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 719 995 1362"> <ul style="list-style-type: none"> ● <i>Flowers for Algernon</i> reading packet ● Reading comprehension worksheets ● Quizziz ● Kahoot ● Commonlit ● Socratic Seminars ● Student Conferences ● Grammar worksheets based off of student/class need ● Escape Rooms ● Explode the moment writes ● Independent Reading Responses </td> <td data-bbox="995 719 1528 1362"> <ul style="list-style-type: none"> ● Continuation of <i>Flowers for Algernon</i> ● <i>Flowers for Algernon</i> Unit Test ● “The Landlady” continuation ● Grammar Quizzes ● Explode the moment pieces </td> <td data-bbox="1528 719 1944 1362"></td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> ● <i>Flowers for Algernon</i> reading packet ● Reading comprehension worksheets ● Quizziz ● Kahoot ● Commonlit ● Socratic Seminars ● Student Conferences ● Grammar worksheets based off of student/class need ● Escape Rooms ● Explode the moment writes ● Independent Reading Responses 	<ul style="list-style-type: none"> ● Continuation of <i>Flowers for Algernon</i> ● <i>Flowers for Algernon</i> Unit Test ● “The Landlady” continuation ● Grammar Quizzes ● Explode the moment pieces 	
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	<ul style="list-style-type: none"> POV Comics Writing drafts or “chunks” “Grace Period” continuations IXL 			
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> Pre-assessment (continue the story) 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> Graphic Organizers Think, Pair, Share Modeling Class Essays/Writes Compare/Contrast texts Escape Rooms/self guided learning Direct instruction Grouping/cooperative learning Scaffolding (especially writing components) Socratic Seminars Self-assessments via IXL and brief quizzes Conferencing 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> Graphic organizers Highlight/underline key words in 	<ul style="list-style-type: none"> Modified <i>Flowers for Algernon</i> reading packet/compre 	<ul style="list-style-type: none"> Highlight/underline key words in directions Simplify language Visual/verbal cues Additional time 	<ul style="list-style-type: none"> Increasing rigor or length of narrative writes Additional writing

	<p>both directions and texts</p> <ul style="list-style-type: none"> • Simplify language • Visual/verbal cues • Additional time 	<p>hension questions</p> <ul style="list-style-type: none"> • Additional time for writing • Grade narratives for core components/understanding of what makes a narrative • Graphic organizers • Read passages of text aloud/as a class instead of individually 	<ul style="list-style-type: none"> • Allow retakes/redos • Graphic organizers • Chunk narrative assignments/essay writing 	<p>assignments, as fit</p> <ul style="list-style-type: none"> • Additional support required for responses
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p> <ul style="list-style-type: none"> • Student conferencing • Choice of reading passages • Choice board for silent reading responses • Independent reading choice book • Enhanced directions/clarification 		<p>Expression (Products and/or Performance)</p> <ul style="list-style-type: none"> • Narrative writing (continuing the story) based off of choice passages • Shorter narratives (topic of choice) 	
	<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p> <p>Tier 2: perspective, analyze, expand, development, impairment, deficiency, continuation, compare/contrast, support, indentation, format, clarification, context, reflection</p>			

	Tier 3: narrative, characterization, citation, textual evidence, point of view, voice, author’s style, author’s purpose, literary devices, figurative language, mood, tone, dialogue, setting, irony, symbolism, conflict, plot, clause, sentence structure, dialogue, dialogue tags, fiction, science fiction,	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S and A - students use GoogleDocs to write their narratives. Students receive feedback on document and conference with teacher via comments throughout the writing process ● A - Students write pieces together via a shared document ● S - Quizziz and Kahoot used as review sources ● A - GoogleForms Assessments ● A - IXL for tiering homework assignments ● M - A class narrative is created and displayed on the board for the full class and teacher to create/add to in real time. 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Social Studies: .6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>Technology: 8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	
21st Century Themes/Skills P21 Framework	<div style="display: flex; justify-content: space-between;"> Themes Skills </div>	
	Global awareness (Discussion of the treatment of the mentally impaired)	Creativity (Continuing their own narratives) Flexibility and Adaptability
Resources/Materials	<p>Texts:</p> <ul style="list-style-type: none"> ● <i>Flowers for Algernon</i> ● “The Landlady” by Roald Dahl ● “Grace Period” by Will Baker ● Commonlit <ul style="list-style-type: none"> ○ “Examination Day” by Henry Slesar ○ “I AM NOT AN INMATE ... I AM A MAN. AND I HAVE POTENTIAL” by Deena Prichep ● Independent Choice Reading 	

	Materials: Narrative graphic organizers, binders, notebooks, Chromebooks, timer, pencils/pens, escape room folders and resources, comic strip templates, worksheets for grammar and POV, Explode the Moment/Five senses organizers, narrative writing notes sheet
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Instructional Unit Map			
Course Title: 8th Grade Language Arts			
Unit Title	Theme - Friendship Writing: Compare/Contrast/Literary Analysis	Start Date:	October
Unit Title		Length of Unit:	4-5 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power Standard: NJLSA RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJLSA W.8.1 Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	Learning Goals	<p>Reading: SWBAT explore themes in Of Mice and Men and understand how these themes connect to other stories and to the idea of friendship. Students will continue to utilize close reading strategies to explore choices authors make in regard to point of view, structure, irony, allusion, and allegory.</p> <p>Writing: SWBAT examine the connection between literature and writing, focusing on the genre of literary analysis. Strong textual support, developing a thesis statement, and providing in-depth support will be discussed. Students will then draft their own essay, comparing and contrasting two texts and using one of two organizational structures (Block or Point by Point)</p>

	<p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Secondary Standard: NJSLS RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as</p>		
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	<p>inferences drawn from the text.</p> <p>NJSLS RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>NJSLS RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>NJSLS RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>NJSLS RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>		
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	<p>NJSLS RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>NJSLS RL 8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>NJSLS RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>NJSLS L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or</p>		
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	<p>phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)</p> <p>NJSLS L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>NJSLS W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant</p>		
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	<p>descriptive details, and well-structured event sequences.</p> <p>NJSLS W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJSLS W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLS W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
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Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Informal poll of how students structure compare/contrast essays • Previous literary analysis from short stories/texts in prior unit 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Graphic Organizers • Think, Pair, Share • Modeling • Class Essays/Writes • Compare/Contrast texts • Escape Rooms/self guided learning • Direct instruction • Grouping/cooperative learning • Scaffolding (especially writing components) • Socratic Seminars • Self-assessments via IXL and Quizziz • Conferencing • Reflection 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> • Graphic organizers • Highlight/underline key words in both directions and texts • Simplify language • Visual/verbal cues • Additional time 	<ul style="list-style-type: none"> • Modified <i>Of Mice and Men</i> reading packet/comprehension questions • Additional time for writing 	<ul style="list-style-type: none"> • Highlight/underline key words in directions • Simplify language • Visual/verbal cues • Additional time • Allow retakes/redos • Graphic organizers • Chunk essays 	<ul style="list-style-type: none"> • Increasing support required in compare/contrast essays • Additional writing assignments, as fit • Additional support required for reading comprehension responses

		<ul style="list-style-type: none"> • Grade compare/contrast essays for core components/understanding • Graphic organizers • Read passages of text aloud/as a class instead of individually 		<ul style="list-style-type: none"> • Additional paired texts
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Student conferencing • Choice of reading passages • Choice board for silent reading responses • Independent reading choice book • Enhanced directions/clarification 		<ul style="list-style-type: none"> • Pumpkin Project - creative project/display • Reading responses to independent texts 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier 2: analyze, expand, develop, impairment, context, reflection, format, gender roles, discrimination, economy, great plains, pugnacious, migrant</p> <p>Tier 3: dustbowl, Okies, lynch, foreshadowing, compare, contrast, characterization, citation, textual evidence, point of view, voice, author's style, author's purpose, literary devices, figurative language, mood, tone, dialogue, setting, irony, symbolism, conflict, plot, clause, textual evidence, commentary, context</p>			

Integration of Technology SAMR	<ul style="list-style-type: none"> ● S and A - students use GoogleDocs to write their essays. Students receive feedback on document and conference with teacher via comments throughout the writing process ● A - Students write pieces together via a shared document ● S - Quizziz and Kahoot used as review sources ● A - GoogleForms Assessments ● A - IXL for tiering homework assignments ● M - A class essay is created and displayed on the board for the full class and teacher to create/add to in real time. 					
Interdisciplinary Connections NJ Student Learning Standards	<p>Social Studies - 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>Social Studies - 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p>					
21st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Global awareness (Discussion of the treatment of the mentally impaired, other races, and other genders)</td> <td style="padding: 5px;">Creativity (Creating their own collages to visually represent themes) Flexibility and Adaptivity Critical Thinking</td> </tr> </tbody> </table>		Themes	Skills	Global awareness (Discussion of the treatment of the mentally impaired, other races, and other genders)	Creativity (Creating their own collages to visually represent themes) Flexibility and Adaptivity Critical Thinking
Themes	Skills					
Global awareness (Discussion of the treatment of the mentally impaired, other races, and other genders)	Creativity (Creating their own collages to visually represent themes) Flexibility and Adaptivity Critical Thinking					
Resources/Materials	<p>Texts:</p> <ul style="list-style-type: none"> ● <i>Of Mice and Men</i> novels ● “To a Mouse” by Robert Burns ● Short Fairytales ex: Cinderella, Sleeping Beauty, etc. ● Commonlit <ul style="list-style-type: none"> ○ “CLOWNFISH AND SEA ANEMONE” by CommonLit Staff ○ “GOING TO SCHOOL AS A REFUGEE” by Caroline Garrison ○ “THE FOX AND THE HORSE” by The Brothers Grimm ○ “EXCERPT FROM BELIEVING IN HORSES” by Valerie Ormond ● Independent Choice Reading 					

	Materials: compare/contrast graphic organizers, binders, notebooks, Chromebooks, timer, pencils/pens, escape room folders and resources, construction paper, colored pencils, worksheets for grammar, compare/contrast writing notes sheet, worksheets for reading comprehension, highlighters
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Instructional Unit Map							
Course Title: 8th Grade LA							
Unit Title	Theme- Overcoming Obstacles W- Research/ Literary Analysis		<table border="1" style="width: 100%;"> <tr> <td style="background-color: black; color: white; text-align: center;">Start Date:</td> <td>November</td> </tr> <tr> <td style="background-color: black; color: white; text-align: center;">Length of Unit:</td> <td>6 weeks</td> </tr> </table>	Start Date:	November	Length of Unit:	6 weeks
Start Date:	November						
Length of Unit:	6 weeks						
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power Standard NJLSA RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>NJLSA W.8.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA W.8.2 Write informative/explanatory texts to examine and convey</p>	Learning Goals	<p>Reading SWBAT analyze the historical context of that time period, how it affected the people of the time, and how it still affects people today. Primary and secondary sources will be used. The major skills focus of the unit will be elements of drama, the structure of a play, dramatic irony, dramatic license, theme, allusion, foils, and shifts in mood.</p> <p>Writing SWBAT consider both sides of an argument and address counterclaims in both writing and speaking. Students will clearly structure their writing and draw logical conclusions from reasons and evidence presented.</p>				

	<p>complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Secondary Standard NJSLS RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLS RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>		
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	<p>NJSLS RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>NJSLS RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor</p> <p>NJSLS RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>NJSLS RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works</p>		
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	<p>such as the Bible, including describing how the material is rendered new.</p> <p>NJSLS L.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.</p> <p>NJSLS L.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>NJSLS W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJSLS W.8.1A . Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>NJSLS W.8.1C Use words, phrases, and</p>		
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	<p>clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>NJSLS W.8.1D Establish and maintain a formal style.</p> <p>NJSLS W.8.1E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>NJSLS L.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLS SL. 8.1. Engage effectively in a range of collaborative discussions</p>		
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	(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		
Essential Questions	<ol style="list-style-type: none"> 1. <i>How does an analytical essay differ from a compare and contrast essay?</i> 2. <i>How can discrimination affect the world?</i> 3. <i>What is the impact of great power, and who should have it?</i> 4. <i>How can everyday individuals affect complex world problems?</i> 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		
	Summative	Alternative	
	<ul style="list-style-type: none"> • Anne Frank reading comprehension questions • Boy in the Striped Pajamas comparison • Quizziz • Socratic Seminar • IXL • Story of an Hour comprehension questions • Up Analysis • Independent Reading Responses • Grammar Activities 	<ul style="list-style-type: none"> • Anne Frank Test • Anne Frank scene analysis and performance • "The Veldt" Literary Analysis • Holocaust PowerPoint Presentation 	<ul style="list-style-type: none"> • Additional pages to analyze if students opt out of performance component
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> - Knowledge of citation/MLA format - Knowledge of valid sources (though reviewed still) 		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Graphic Organizers ● Think, Pair, Share ● Modeling ● Class Essays/Writes ● Escape Rooms/self guided learning ● Direct instruction ● Grouping/cooperative learning ● Socratic Seminars ● Self-assessments via IXL and Quizziz ● Conferencing ● Reflection ● Performance (Anne Frank Scenes) ● Class Presentations ● Research 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Graphic organizers ● Highlight/underline key words in both directions and texts ● Simplify language ● Visual/verbal cues ● Additional time ● Alternative assignment for performance, if 	<ul style="list-style-type: none"> ● Additional time for writing ● Grade analysis essays for core components/understanding ● Graphic organizers 	<ul style="list-style-type: none"> ● Highlight/underline key words in directions ● Simplify language ● Visual/verbal cues ● Additional time ● Allow retakes/redos ● Graphic organizers ● Chunk essays 	<ul style="list-style-type: none"> ● Increasing support required in essays ● Additional sources required for research ● Offered multiple non fiction texts as companion pieces

	uncomfortable speaking language	<ul style="list-style-type: none"> Limit sources needed for research 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> Student conferencing Choice of reading passages Choice board for silent reading responses Independent reading choice book Enhanced directions/clarification 		<ul style="list-style-type: none"> Anne Frank Scene Performance Research Presentation Independent Book Responses Literary Analysis Essays 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: analyze, develop, Holocaust, discrimination, Judaism, nazis, Hitler, concentration camps, support, discrimination, scene, act, play, drama Tier 3: ghettos, krystallnacht, antisemitism, Auschwitz, Bergen-Belsen, crematorium, Einsatzgruppen, final solution, Fuhrer, mischlinge, Nuremberg Laws, zyklon B, characterization, citation, textual evidence, point of view, voice, author's style, author's purpose, literary devices, figurative language, mood, tone, dialogue, setting, irony, symbolism, conflict, plot, clause, textual evidence, commentary, context			
Integration of Technology SAMR	<ul style="list-style-type: none"> S- Students will research nonfiction articles about various Holocaust/WWII topics S and A - Google Docs and Slides will both be used during the unit with feedback given by both peers and teachers throughout the writing process M - A class essay is created and displayed on the board for the full class and teacher to create/add to in real time. R - Students research different sub topics within their Holocaust topic and create a joint digital presentation 			
Interdisciplinary Connections NJ Student Learning Standards	Social Studies - <ul style="list-style-type: none"> 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. 			
21st Century Themes/Skills	Themes		Skills	

P21 Framework	<ul style="list-style-type: none"> ● Global awareness (Discussion of the treatment of other religions) ● Civic Literary (How was Hitler able to come to power and convince the population of the Jews “evil”?) 	<ul style="list-style-type: none"> ● Social and Cross Cultural Skills - Respond open-mindedly to different ideas and values ● Creativity and Innovation - Student performance ● Productivity and Accountability - Prioritize, plan and manage work. Set and meet goals with peers. ● Flexibility and Adaptivity - reacting to peer and teacher feedback
Resources/Materials	<p>Texts:</p> <ul style="list-style-type: none"> ● <i>The Diary of Anne Frank Play</i> by Frances Goodrich and Albert Hackett ● Various nonfiction newspaper articles on Oskar Groening Trial ● <i>Maus</i> by Art Spiegelman ● Commonlit <ul style="list-style-type: none"> ○ “The Man in the Well” by Ira Sher ○ “The Perils of Indifference” by Elie Wiesel ○ “The Little Match Girl” by Hans Christian Anderson ● Independent Choice Reading <p>Materials: literary analysis graphic organizers, binders, notebooks, Chromebooks, timer, pencils/pens, escape room folders and resources, construction paper, colored pencils, worksheets for grammar, literary analysis notes sheet, worksheets for reading comprehension, highlighters, CRAAP Test notes, Holocaust notes and worksheets</p>	

Instructional Unit Map
Course Title: 8th Grade Language Arts

Unit Title	Theme- Understanding Our Own Bias and Author's Perspective		Start Date:	February
	W- RST & Creative (Poetry)		Length of Unit:	6 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power Standard</p> <p>NJSLSA RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLSA W.8.7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA W.8.1 Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources</p>	Learning Goals	<p>Reading:</p> <p>SWBAT will explore themes and cultural/internal biases within the text <i>The 57 Bus</i> +. They will understand how these themes connect to the idea of overcoming obstacles. Students will accomplish this in part by using close reading strategies to explore choices authors make in regard to point of view, author's purpose, structure, irony, allusion, and tone. Citing informational text and outside sources will be a focus in this unit.</p> <p>Writing:</p> <p>SWBAT analyze print, video, and other informational graphics in order to create a cohesive response analyzing a specific topic.</p> <p>SWBAT consider both sides of an argument and address counterclaims in both writing and speaking. Students will clearly structure their writing and draw logical conclusions from reasons and evidence presented.</p>	

	<p>and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>NJSLSA RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>NJSLSA W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience</p>		
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	<p>Secondary Standards NJSLS RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>NJSLS RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>NJSLS RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>NJSLS RI.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of</p>		
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	<p>fact or interpretation.</p> <p>NJSLS W.8.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLS W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>NJSLS L.8.3 Use knowledge of language and its conventions when</p>		
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	<p>writing, speaking, reading, or listening.</p> <p>NJSLS RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLS RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>		
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	<p>NJSLS RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>NJSLS RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>NJSLS RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>		
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	<p>NJSLS L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLS L.8.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLS W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NJSLS W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between</p>		
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	<p>information and ideas efficiently as well as to interact and collaborate with others.</p> <p>NJSLS W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS W.8.9A Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>			
Essential Questions	<ol style="list-style-type: none"> 1. <i>How does an author’s POV affect a narrative?</i> 2. <i>How can texts be used as supports for original ideas?</i> 3. <i>How do poets use language differently to shape their ideas/messages?</i> 			
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative	
	<ul style="list-style-type: none"> • Reading comprehension worksheets • Quizziz 	<ul style="list-style-type: none"> • Zombie RST 	<ul style="list-style-type: none"> • Alternate RST option provided (generally for 	

	<ul style="list-style-type: none"> ● Kahoot ● Commonlit ● Socratic Seminars ● Student Conferences ● Grammar worksheets based off of student/class need ● Independent Reading Responses ● IXL ● Class RST exercises ● Poem Analysis (some using TPCASTT, some as a class) 	<ul style="list-style-type: none"> ● RST paragraph response/drafts ● Poetic Analysis 	<p>religious reason or struggling student to provoke interest)</p>
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Knowledge of figurative language terminology ● How to construct an analytical essay 		
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Graphic Organizers ● Think, Pair, Share ● Modeling ● Class Essays/Writes ● RSTs as a class/smaller writes ● Escape Rooms/self guided learning ● Direct instruction ● Grouping/cooperative learning ● Scaffolding (especially writing components) ● Socratic Seminars ● Self-assessments via IXL and Quizziz ● Conferencing ● Research 		

	<ul style="list-style-type: none"> • Lecture/notes • Close reading • Kahoot Reviews of figurative language 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> • Graphic organizers • Highlight/underline key words in both directions and texts • Simplify language • Visual/verbal cues • Additional time • Limit number of sources required for RST 	<ul style="list-style-type: none"> • Additional time for writing • Grade writing for core content understanding • Graphic organizers • Read passages of text aloud/as a class instead of individually • Limit number of sources required for RST 	<ul style="list-style-type: none"> • Limit number of sources required for research • Highlight/underline key words in directions • Simplify language • Visual/verbal cues • Additional time • Allow retakes/redos • Graphic organizers • Chunk RST assignments • TPCASTT sheet for all poetic analyses 	<ul style="list-style-type: none"> • Additional writing assignments, as fit • Additional sources/more advanced sources required for RST • Students validate all sources with CRAPP test • Encourage more poetic creative assignments
Differentiated Instructional	Access (Resources and/or Process)		Expression (Products and/or Performance)	

Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<ul style="list-style-type: none"> • Student conferencing • Choice of reading passages • Choice board for silent reading responses • Independent reading choice book • Enhanced directions/clarification • Choice poems/poet to analyze 	<ul style="list-style-type: none"> • Creative poetry writing
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: analyze, cite, clarify, sources, evidence, poetry, explain, key words, stanza, repetition, research, war, close read, descriptive, write, transition, attraction Tier 3: author’s voice, author’s purpose, simile, metaphor, onomatopoeia, hyperbole, alliteration, structure, mood, tone, commentary, context, imagery, agender, gender expression, racial bias, genderqueer, transgender,	
Integration of Technology SAMR	<ul style="list-style-type: none"> • S and A - students use GoogleDocs to write their essays. Students receive feedback on document and conference with teacher via comments throughout the writing process • A - Students write pieces together via a shared document • S - Quizziz and Kahoot used as review sources • A - GoogleForms Assessments • A - IXL for tiering homework assignments • M - A class essay is created and displayed on the board for the full class and teacher to create/add to in real time. • M - students research poets to find their own poem which then will analyze on a GoogleDoc creation. 	
Interdisciplinary Connections NJ Student Learning Standards	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
21st Century Themes/Skills P21 Framework	Themes Skills	
	<ul style="list-style-type: none"> • Global Awareness (discussions of agender protagonist, racial biases, and gender/sexuality) 	<ul style="list-style-type: none"> • Creativity and Innovation (poetry writing) • Critical thinking and problem solving (Zombie RST)

Resources/Materials	<p>Texts:</p> <ul style="list-style-type: none"> ● <i>The 57 Bus</i> by Dashka Slater + ● “In a Zombie Apocalypse, Scientists Say You Should Head for the Hills” by Kevin Loria ● “Preparedness 101: A Zombie Apocalypse” by Ali Kahn ● “Zombie Apocalypse would wipe out humankind in just 100 days” by Helena Horton ● “I am offering this poem” by Jimmy Santiago Baca ● “Caged Bird” by Maya Angelou ● “Nothing Gold Can Stay” by Robert Frost ● “Theme for English B” by Langston Hughes ● “Dreams” by Langston Hughes ● “I, Too, Sing America” by Langston Hughes ● “Do Not Go Gentle Into That Good Night” by Robert Frost ● “Still I Rise” by Maya Angelou ● Commonlit <ul style="list-style-type: none"> ○ “Ruthless” by William DeMille ○ “Making a Fist” by Naomi Shihab Nye ○ “(Love Song, With Two Goldfish)” by Grace Chua ● Independent Choice Reading <p>Materials: RST graphic organizers, TPCASTT Worksheets and online templates, binders, notebooks, Chromebooks, timer, pencils/pens, escape room folders and resources, construction paper, colored pencils, worksheets for grammar, worksheets for reading comprehension, highlighters, magazines, scissors, gluesticks</p>
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Instructional Unit Map			
Course Title: 8th Grade LA			
Greek Mythology		Start Date:	May

Unit Title	W-Creative Writing/Literary Analysis		Length of Unit:	5-6 weeks
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Power Standards NJLSA RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>NJLSA W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Supporting Standards NJLS W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work</p>	<p>Learning Goals</p>	<p>Reading: SWBAT compare themes, purposes, and ideas of Greek myths to other Greek myths, myths from other cultures, and modern texts. Students will determine theme, text purpose, oral tradition, and traditional story structure (quest cycle, tragic hero, etc) while also comparing these ideas to similar stories both ancient and modern day.</p> <p>Writing: SWBAT analyze myths and how their structure contributes to the whole genre. Students will also write original adaptations of myths, reflecting their understanding of origin stories and their necessary components.</p>	

	<p>of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>NJSLS L.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>NJSLS L.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</p> <p>NJSLS W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how</p>		
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	<p>well purpose and audience have been addressed.</p> <p>NJSLS W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>NJSLS L.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.</p> <p>NJSLS L.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>NJSLS RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text,</p>		
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	<p>including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLS RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>NJSLS RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>NJSLS RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p>		
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. <i>How did Greek mythology and culture shaped the world around us today?</i> 2. <i>How do stories and types of literature evolve throughout the ages?</i> 3. <i>What makes up a good myth?</i> 4. <i>What creates a good parody?</i> 		

Assessments			
<i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Myth response/comprehension questions ● Quizziz ● Kahoot ● Commonlit ● Socratic Seminars ● Creative myth writes ● Grammar worksheets based off of student/class need ● Independent Reading Responses ● IXL ● God/Goddess Creations 	<ul style="list-style-type: none"> ● Pandora’s Box Projects ● Greek Mythology Test ● Song Parody Projects 	<ul style="list-style-type: none"> ● Parodies have option to be performed
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Basic Greek culture (as taught by Social Studies class) ● What polytheistic religion entails 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Think, Pair, Share ● Modeling ● Class Essays/Writes ● Compare/Contrast myths ● Direct instruction ● Grouping/cooperative learning ● Scaffolding ● Socratic Seminars ● Self-assessments via IXL and Quizziz ● Conferencing ● Self discovery via reading myths to define traits 		

Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Graphic organizers ● Highlight/underline key words in both directions and texts ● Simplify language ● Visual/verbal cues ● Additional time 	<ul style="list-style-type: none"> ● Additional time for writing ● Grade creative myths for core components/understanding of what makes a myth ● Graphic organizers ● Read passages of text aloud/as a class instead of individually ● Simplify assignment directions 	<ul style="list-style-type: none"> ● Highlight/underline key words in directions ● Simplify language ● Visual/verbal cues ● Additional time ● Allow retakes/redos ● Graphic organizers ● Chunk narrative assignments/essay writing 	<ul style="list-style-type: none"> ● Increasing rigor or length of myths ● Chance to read additional myths not covered
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Student conferencing ● Choice of reading passages ● Choice board for silent reading responses ● Independent reading choice book ● Enhanced directions/clarification 		<ul style="list-style-type: none"> ● Pandora’s Box Project - creative project/lots of freedom for interpretation and individualization ● Reading responses to independent texts 	

Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier 2: analyze, underdog, god, goddess, hero, legend, conflict, supernatural, theme, myth, culture, write, develop, respond, polytheism, fate, monster</p> <p>Tier 3: protagonist, antagonist, Olympian Gods (and their individual Latin and Greek names), Elysium Fields, underworld, labyrinth, immortality, lyre, narcissism, prophecy, oracle, parody, satire</p>					
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S and A - students use GoogleDocs to write their essays/myths. Students receive feedback on document and conference with teacher via comments throughout the writing process ● A - Students write pieces together via a shared document ● S - Quizziz and Kahoot used as review sources ● A - GoogleForms Assessments ● A - IXL for tiering homework assignments ● R - students have the option to create music videos as a part of their parody lessons 					
Interdisciplinary Connections NJ Student Learning Standards	<p>Social Studies - 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>					
21st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; background-color: black; color: white;"> <thead> <tr> <th style="text-align: center;">Themes</th> <th style="text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Global Awareness (understanding of Ancient Greek/Roman culture) </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Creativity and Innovation ● Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> ● Global Awareness (understanding of Ancient Greek/Roman culture) 	<ul style="list-style-type: none"> ● Creativity and Innovation ● Communication and Collaboration
Themes	Skills					
<ul style="list-style-type: none"> ● Global Awareness (understanding of Ancient Greek/Roman culture) 	<ul style="list-style-type: none"> ● Creativity and Innovation ● Communication and Collaboration 					
Resources/Materials	<p>Texts:</p> <ul style="list-style-type: none"> ● “Demeter and the Four Seasons” ● “Greek Creation Myth” ● “Perseus and Medusa” ● “Hera” ● James Baldwin’s Series of “Old Greek Stories” (Various pieces) ● Commonlit <ul style="list-style-type: none"> ○ “Jupiter and His Mighty Company End the Golden Age” by James Baldwin ○ “Apollo and Hyacinthus” by Thomas Bulfinch ○ “Arachne” by Olivia E. Coolidge ○ “Pygmalion” Ovid, Translated by Anthony S. Kline 					

- “Echo and Narcissus” Ovid, Translated by Brookes More
- “Theseus and the Minotaur” by E2BN.org

- Independent Choice Reading

Materials: myth notes, parody notes, binders, notebooks, Chromebooks, timer, pencils/pens, construction paper, colored pencils, worksheets for grammar, worksheets for reading comprehension, highlighters