Grade 8 Module 2 ELA Curriculum Framework

Grade 8 Module 2	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Mid Unit Assessment 2.1: Students will read the excerpts from the speech "The Great Society" by Lyndon B. Johnson, determine the central idea, and analyze its development through the speech. **Mid Unit Assessment 2.2:** Students will summarize the courtroom scene in the novel To Kill a Mockingbird, view the courtroom scene in the film version of the novel, and then compare how the film version remains true or veers from the original text. **Mid Unit Assessment 2.3:** Students will write a short justification of why they chose the scene they did and explain how their passage develops the main idea of the anchor quote. Also additional supplemental formative activities as deemed appropriate by individual instructors.	**Performance Assessment:** *To Kill a Mockingbird* is a novel that examines several different central ideas through the lens of its narrator. One important topic addressed in the novel is how not all people were treated equally. How does Harper Lee's use of Scout as the narrator enhances the central idea of showing the social inequality in Maycomb? Be sure to cite relevant and specific passages from the novel in creating your response. **Benchmark #2 (End-of-Unit Assessment 2.1):** Students will analyze the meaning and structure of Chapter 11 of TKAM and contrast it to a poem. **End-of-Unit Assessment 2.2:** Students will cite the strongest evidence from the novel as they write an argument essay in which they answer the following prompt: "Atticus says, 'Simply because we were licked a hundred years before we started is no reason for us not to try to win' (Chapter 9, page 101). Now that you have read the whole text, what do you think?" **End-of-Unit Assessment 2.3:** Students will write a commentary on how their individual script is a response *to To Kill a Mockingbird* and how it connects to and diverges from the novel. Also additional supplemental summative tasks and activities as deemed appropriate by individual instructors.
District/School Texts	**District/School Supplementary Resources**
• Harper Lee, To Kill a Mockingbird (New York: Grand Central Publishing, 1960), ISBN: 978-0-446-31078-9. • Shirley Chisholm, "Equal Rights for Women," speech made on May 21, 1969. • Sojourner Truth, "Ain't I a Woman?" speech made in May 1851. • Lyndon Johnson, "The Great Society," speech made on May 22, 1964. • To Kill a Mockingbird, film directed by Robert Mulligan (and starring Gregory Peck), 1962. • Robert Hayden, "Those Winter Sundays," 1966. • Countee Cullen, "Incident," 1925.	EL Education Student and Teacher editions, grade 8. • All referenced standards correspond to NJSLS Pacing Guide – Grade 8: • https://www.orange.k12.nj.us/cms/lib/NJ01000601/Centricity/Domain/1297/2019%20Pacing%20Chart%20Grade%208.docx Supplemental texts at various levels: • https://www.orange.k12.nj.us/cms/lib/NJ01000601/Centricity/Domain/1297/ELED-Grade-8-Recommended-Tests-052118.pdf

	Additional resources to be added per teacher discretion / supervisor approval.

District/School Writing Tasks		
Primary Focus Informative / explanatory Argument Creative (drama)	**Secondary Focus** Comparison of a text between mediums Use of research / textual evidence	**Routine Writing** Regular quick writes, pre-writing activities, and other items included in curricular documents

21st Century Themes / Skills	Interdisciplinary Connections
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.	Social Studies

Extended Classroom Experiences (to be arranged by teachers)	Suggestions for ELLs and Students with Identified Needs

• Teachers can invite a speaker from Essex County Public Defender's Office to speak to students about the work of public defenders and the legal aspects of the trial in To Kill a Mockingbird.
   o Address: 31 Clinton Street
      Newark, NJ 07102
      973-648-6200 / 973-648-3470
• Have students explore an online exhibition on Jim Crow Laws to familiarized themselves with the historical situation of *To Kill a Mockingbird*.
   o https://www.nyhistory.org/exhibitions/black-citizenship-age-jim-crow
	Suggestions for ELLs and Students with Identified needs can be found in the boxes labeled "Meeting Students' Needs" throughout the curriculum guide.
	
	Utilize district approved assistive technology for all students who need additional support, including:
	• Snap and Read (text-to-speech; Lexile adjustment; translation; annotation)
	• Co-Writer (word prediction; flexible spelling; topical dictionaries)
	• Learning Ally (traditional and human-read audiobook versions of curricular texts)
	
	Adhere to all modification and health concerns stated in each IEP and 504 plan.
	
	Use the district approved research software to give students the option to change the language and Lexile of articles used to build background knowledge, including from:
	• ProQuest
	• Worldbook Online

- NewsELA
- Destiny

Suggestions for Identified Gifted and Talented Students

- Blended Learning-Provide accelerated coursework to differentiate instruction
- Elevated Contextual Complexity - Students work with appropriately advanced texts on their independent reading level as part of independent reading and small group rotations.
- More time to study concepts with greater depth that are of interest
- Promote the synthesis of concepts and making real world connections
- Flexible Performance Tasks - Working with teachers, students may be allowed to undertake approaches to performance tasks that add an extra level of rigor
- Strategic Grouping- within small group, students experience concepts at greater levels of depth based on demonstrated ability
- Inclusion of questioning levels of Bloom's Taxonomy

Technology Integration Options

- Google Classroom
- Blogging (Wordpress, Weebly, Edublogs)
- Podcasts
- Movie Maker / iMovie
- Padlet
- Prezi
- Quizlet
- Kahoot!
- Toondoo
- Weebly
- Discovery Education Board Builder
- Screen-o-matic
- Screencastify
- HyperDocs