

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, New Jersey 07003**

**Curriculum Guide**

**English Language Arts Gr. 8 – Honors**

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**Conforms to New Jersey Core Curriculum Content Standards**

**Board Approved: September 9, 2014**

## ***English Language Arts - Honors*** ***(8<sup>th</sup> grade)***

**Introduction:** This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. Below is a series of important points about this supplement and the English language arts course.

The 8<sup>th</sup> grade Honors curriculum is aligned with both the new *Common Core State Standards* and the 21<sup>st</sup> century themes and mandates set forth in the 2010 *New Jersey Core Curriculum Content Standards*. Both sets of standards demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course. As well, the documents specifically cross-reference the four 21<sup>st</sup> Century themes (Global Awareness; Civic Literacy; Financial, Economic, Business and Entrepreneurial Literacy; and Health Literacy) and primary inter-disciplinary connections.

**Mapping/Sequence:** The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each new course curriculum document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates both required and suggested works, activities, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands.

The 8<sup>th</sup> grade Honors course is divided into 6 Reading Units each focusing on a different theme. As well, there are 3 Writing Units that follow *The Teacher's College Writing Units of Study*. The reading and writing units are to be taught concurrently, however, there is no set order to the Reading Units. A teacher may introduce the units as he/she feels best meets the needs of the class.

**Pacing:** Each of the Reading Units provides a time frame that averages between 6 and 7 weeks, taking into consideration the time needed to complete the writing activities.

**Resources:** In each unit, resources are listed. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. Other valuable sites that should be referenced in planning are <http://www.corestandards.org/the-standards/english-language-arts-standards> and <http://readingandwritingproject.com/>

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Writing: Investigative Journalism	<b>Grade Level</b>	8 <sup>th</sup> Grade
<b>Curriculum Area</b>	English Language Arts	<b>Time Frame</b>	On going
<b>Developed By</b>	Bloomfield Middle School		

## Desired Results (Stage 1)

### Established Goals

Writing Standards

- W.8.1: Write arguments to support claims with clear reasons and relevant evidence
- W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented
- W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.8.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information or examples
- W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- W.8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic
- W.8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented
- W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- W.8.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
- W.8.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
- W.8.3c: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events
- W.8.3d: use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey the experiences and events
- W.8.3e: Provide a conclusion that follows from and reflects in the narrated experiences or events

- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
- W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several different sources and generating additional related, focused questions that allow for multiple avenues of exploration
- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation
- W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## Primary Interdisciplinary Connections

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. logical appeals.

### 21<sup>st</sup> Century Interdisciplinary Themes:

☒ Global Awareness

☒ Financial, economic, business, and entrepreneurial literacy

☒ Civic Literacy

☒ Health Literacy

## Transfer

### Students will be able to independently use their learning to...

- Develop their power of observation to capture events
- Research and report experiences through well-developed short nonfiction writing
- Set ambitious writing goals and follow through to publication
- Use narrative craft to reveal central ideas, incite empathy, and engage reader
- Include attention to voice and verb tense when editing for publication
- Expand repertoire of research tools
- Craft solid structured pieces that capture reader at lead and conclude with a call to action

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<b>U1:</b> Good journalists use their power of observation to gather information <b>U2:</b> Good journalists delve deeply to reveal underlying issues <b>U3:</b> Strong narrative structures contain central ideas, engage readers, and use proper conventions <b>U4:</b> Utilizing a variety of research tools is key to gathering information	<b>E1:</b> How do effective journalists report real news stories? <b>E2:</b> How do effective journalists inform and illuminate? <b>E3:</b> How do effective journalists uncover information to make their stories deeper and more meaningful?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<b>K1-</b> journalists will observe the world closely to gather information <b>K2 –</b> journalists will look for out-of-the-ordinary events to find potential news stories <b>K3 –</b> past events can be used for stories <b>K4 –</b> specific techniques related to nonfiction writing allow short pieces to be powerful <b>K5 –</b> the importance of setting ambitious writing goals <b>K6 –</b> how to craft stories to illuminate underlying issues <b>K7 –</b> how to reveal central ideas <b>K8 –</b> how to use facts to convey a bigger truth <b>K9 -</b> journalists elaborate to deepen reader's connections by providing associations for their readers <b>K10 –</b> journalists develop partnerships with other writers to strengthen one's own writing <b>K11 –</b> journalists take time to celebrate writing accomplishments <b>K12 –</b> journalists uncover information to make stories deeper and more substantial <b>K13 –</b> journalists utilize a repertoire of primary research tools <b>K14 –</b> journalists organize investigative pieces into parts <b>K15 –</b> journalists conclude pieces with a call to their readers to take action <b>K16 –</b> journalists publish pieces after electing feedback from self and others	<b>S1 –</b> utilize the 5W (who, what, when, where, why, and how) technique to gather information <b>S2 –</b> use observations for the start of newscasts <b>S3 -</b> third person voice is proper for nonfiction journalistic tone <b>S4 –</b> study master nonfiction writer to learn new techniques <b>S5 –</b> use checklists to help measure progress and achievements <b>S6 -</b> investigate issues in their own community by putting themselves where the stories are <b>S7 –</b> draw on previous knowledge about narrative writing to hone their narrative nonfiction <b>S8 –</b> build tension in piece to lead reader to discover bigger truth <b>S9 -</b> consider connotations of languages and craft allusions to make connections for readers <b>S10 –</b> use the techniques of thoughtful questioning, rehearsing, writing, and giving feedback with peers <b>S11 –</b> investigate stories through primary and text-based research <b>S12 –</b> use techniques such as including statistics to make stories more meaningful <b>S13 –</b> use primary research tools to gather text evidence <b>S14 -</b> use sophisticated transitions to lead reader from one part of text to next <b>S15-</b> encourage readers to take information learned in piece and affect change in own life <b>S16 –</b> finalize writing to be ready for publication
Evidence (Stage 2)	

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
	Respond	<b><u>Transfer Task(s)</u></b> <ul style="list-style-type: none"> <li>• On-Demand-Writing Prompts Pre/Post</li> <li>• Portfolios</li> <li>• Writer's Notebook</li> <li>• Daily writing prompts/quick writes</li> <li>• mini lessons/writing skills</li> <li>• Self assessment and reflections</li> <li>• Writer's Workshop (Prewriting, drafting, teacher conferencing, peer editing, revising)</li> <li>• Student created rubrics.</li> <li>• Daily grammar and vocabulary exercises</li> </ul>
	Reflect	
	Apply	
	Analyze	
	Critique	
	Interpret	
	Justify	
	Defend	<b><u>Other Evidence</u></b> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Teacher observations</li> <li>• Peer assessment</li> <li>• Homework</li> <li>• Mini-Whiteboard activities</li> <li>• Discussion</li> <li>• Writing of a genre of choice</li> </ul>
	Respond	
	Develop	
	Create	
	Edit	

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Activities	Resources
	<ul style="list-style-type: none"> <li>Session 1:                             <ul style="list-style-type: none"> <li>Stage an event to divert students from teaching to engage powers of observation</li> <li>Students will write about the event using the 5W technique</li> </ul> </li> </ul>	<i>Investigative Journalism: Unit 1: Narrative</i> Lucy Calkins, Series Editor  Follow directions in the text for detailed information about the activities.
	<ul style="list-style-type: none"> <li>Session 2:                             <ul style="list-style-type: none"> <li>Students will select a drama to “write about” with a partner by sharing their observation aloud</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 3:                             <ul style="list-style-type: none"> <li>Use a past experience to develop into a newscast</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 4:                             <ul style="list-style-type: none"> <li>Analyze a piece through annotation and peer conferencing for evidence of techniques to make a short nonfiction powerful</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 5:                             <ul style="list-style-type: none"> <li>Use checklist to assess a sample piece of writing</li> <li>Students will use checklist on own piece of writing</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 6:                             <ul style="list-style-type: none"> <li>Brainstorm potential issues for short nonfiction pieces</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 7:                             <ul style="list-style-type: none"> <li>Students will add to an underdeveloped scene by including action details</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 8:                             <ul style="list-style-type: none"> <li>Distinguish between good information writing and good narrative writing</li> <li>Practice using different leads for a news story</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>Analyze and revise leads</li> </ul>	
	<ul style="list-style-type: none"> <li>Session 9:             <ul style="list-style-type: none"> <li>Create allusions and analogies from sample text and own piece</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 10:             <ul style="list-style-type: none"> <li>Demonstrate strong partner talk and have students observe how it is working</li> <li>Create a list of helpful techniques partners can use to give feedback to a writer</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 11:             <ul style="list-style-type: none"> <li>Review rules of conventions</li> <li>Students will use a convention checklist to check their own draft</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 12:             <ul style="list-style-type: none"> <li>Introduce the concept of investigative journalism by using research to gather information about a topic</li> <li>Students will expand on a story through investigative techniques</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 13:             <ul style="list-style-type: none"> <li>Introduce ways to gather alternate perspectives about a topic</li> <li>Provide students with a quote and ask them to find people to interview and find statistics through data collection methods</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 14:             <ul style="list-style-type: none"> <li>Students will identify the types of research they have gathered that will be used in their piece</li> <li>Introduce transitional phrases to connect the different parts of the piece</li> <li>Have students tape transitional phrases onto a sample piece</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 15:             <ul style="list-style-type: none"> <li>Introduce strong conclusions that call the reader to action</li> <li>Students will brainstorm possible conclusions</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>Session 16:             <ul style="list-style-type: none"> <li>Introduce students to various methods of publication</li> </ul> </li> </ul>	
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Strategies for Differentiation	
Graphic organizers	Writer's checklist
Time extensions	Reference sheet (list of transitions, vivid verbs, ect.)
Tiered Activities	Varied Rubrics/Student Friendly Rubrics
Sentence Starters/ Story Starters	Allow additional wait time
Small group instruction	

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

Title of Unit	Writing: The Literary Essay	Grade Level	8 <sup>th</sup> Grade
Curriculum Area	English Language Arts	Time Frame	On going
Developed By	Bloomfield Middle School		
Desired Results (Stage 1)			
Established Goals			
Writing Standards			
<ul style="list-style-type: none"><li>W.8.1: Write arguments to support claims with clear reasons and relevant evidence</li><li>W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</li><li>W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</li><li>W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li><li>W.8.1d: Establish and maintain a formal style</li><li>W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented</li><li>W.8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic</li><li>W.8.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</li><li>W.8.3d: use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey the experiences and events</li><li>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</li><li>W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</li><li>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</li><li>W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several different sources and</li></ul>			

generating additional related, focused questions that allow for multiple avenues of exploration

- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation
- W.8.9b: Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")
- W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## Primary Interdisciplinary Connections

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. logical appeals.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ Global Awareness

☒ Civic Literacy

☒ Financial, economic, business, and entrepreneurial literacy

☒ Health Literacy

## Transfer

**Students will be able to independently use their learning to...**

- Look for themes in texts when reading
- Study author's techniques for developing themes
- Clarify relationships between evidence and ideas
- Create counterarguments in essays
- Understand the power of symbolism
- Create solid introductions and conclusions
- Write using a formal tone
- Write comparison essays
- Utilize the internet for publication

## Meaning

### Understandings

Students will understand that...

### Essential Questions

Students will keep considering...

<b>U1:</b> Good writers look for themes in all texts. <b>U2:</b> Good writers study authors to draft and revise own pieces. <b>U3:</b> Strong argumentative structures contain central ideas, counterclaims, and use proper conventions <b>U4:</b> Essays about literature can compare themes across multiple texts.	<b>E1:</b> How do effective writers discover themes? <b>E2:</b> How do effective writers edit and revise? <b>E3:</b> How do effective writers ensure their pieces are written formally? <b>E4:</b> How do effective writers compare themes across texts?
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## Acquisition

Knowledge Students will know...	Skills Students will be able to...
<b>K1-</b> writers look for themes in all pieces of literature <b>K2 –</b> writers read closely to develop themes <b>K3 –</b> through studying author’s style writers can fine-tune their own themes <b>K4 –</b> the art of draft essays <b>K5 –</b> the value of staying open to revisions on own piece <b>K6 –</b> the importance of clarifying the relationship between evidence and ideas <b>K7 –</b> ways to include counterarguments in pieces <b>K8 –</b> the importance of using a checklist for editing <b>K9 -</b> different literary techniques that move pieces forward <b>K10 –</b> the power of symbolism in text <b>K11 –</b> various methods of planning pieces <b>K12 –</b> the importance of framing essays with relevance and context <b>K13 –</b> the value of using formal tone <b>K14 –</b> the importance of using conventions properly <b>K15 –</b> themes can be found across texts <b>K16 –</b> various sites that publish student work	<b>S1 –</b> utilize prompts to find themes <b>S2 –</b> use observations for the start of newscasts <b>S3 -</b> adopt voice of a literary scholar <b>S4 –</b> utilize different supports to revise during drafting process <b>S5 –</b> use peers to strengthen pieces <b>S6 -</b> create pieces that are logical in structure <b>S7 –</b> provide solid alternative arguments in a piece <b>S8 –</b> utilize a checklist when editing a piece <b>S9 -</b> recognize literary techniques in own piece <b>S10 –</b> infuse symbolism in own piece <b>S11 –</b> find their own method of planning essays <b>S12 –</b> create strong introductions and conclusions <b>S13 –</b> revising essays to use formal and engaging tone <b>S14 -</b> properly use commas in a piece of writing <b>S15-</b> write a comparison essay about a theme <b>S16 –</b> search the internet with the purpose of publishing text

## Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	Respond  Reflect  Apply  Analyze	<u>Transfer Task(s)</u> <ul style="list-style-type: none"> <li>• On-Demand-Writing Prompts Pre/Post</li> <li>• Portfolios</li> <li>• Writer’s Notebook</li> <li>• Daily writing prompts/quick writes</li> <li>• mini lessons/writing skills</li> <li>• Self assessment and reflections</li> <li>• Writer’s Workshop (Prewriting, drafting, teacher conferencing, peer editing,</li> </ul>

	Critique	revising) • Student created rubrics. • Daily grammar and vocabulary exercises
	Interpret	
	Justify	
	Defend	
	Respond	<b><u>Other Evidence</u></b> • Exit Slips • Teacher observations • Peer assessment • Homework • Mini-Whiteboard activities • Discussion • Writing of a genre of choice
	Develop	
	Create	
	Edit	

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Activities	Resources
	<ul style="list-style-type: none"> <li>Session 1:                             <ul style="list-style-type: none"> <li>Direct students to try to the work of interpretation of on another possible theme</li> </ul> </li> </ul>	<p><i>The Literary Essay: Unit Two: Argument</i> Lucy Calkins, Series Editor</p> <p>Follow directions in the text for detailed information about the activities.</p>
	<ul style="list-style-type: none"> <li>Session 2:                             <ul style="list-style-type: none"> <li>Have students try find themes in a text through prompts to help speculate themes</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 3:                             <ul style="list-style-type: none"> <li>Show students how to revisit critical scenes that reveal themes</li> <li>Observe with the class the techniques an author uses to shares theme with reader</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 4:                             <ul style="list-style-type: none"> <li>Students will annotate a text to help improve own writing</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 5:                             <ul style="list-style-type: none"> <li>Students will work on revising own piece</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 6:                             <ul style="list-style-type: none"> <li>Provide students with a sample piece to revise</li> <li>Use sentence frames to help logic become clear in essay</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 7:                             <ul style="list-style-type: none"> <li>Students will address alternate arguments in their own essay (counterarguments)</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 8:                             <ul style="list-style-type: none"> <li>Provide students with a checklist that they can use to assess writing</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 9:                             <ul style="list-style-type: none"> <li>Students will work with partners to find writing techniques used in own piece</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>Session 10: <ul style="list-style-type: none"> <li>Review symbolism with students</li> <li>Have students locate symbolism in a piece of literature</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 11: <ul style="list-style-type: none"> <li>Students will use their knowledge about strong argumentative pieces and being to plan a new piece of work</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 12: <ul style="list-style-type: none"> <li>Students will draft introductions and share with partners</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 13: <ul style="list-style-type: none"> <li>Students will revise one paragraph to give it a formal and engaging tone</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 14: <ul style="list-style-type: none"> <li>Students will focus on using conventions properly in their writing, in particular commas</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 15: <ul style="list-style-type: none"> <li>Students will begin the process of comparing themes in two texts</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 16: <ul style="list-style-type: none"> <li>Students will bring a draft of a comparative essay</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 17: <ul style="list-style-type: none"> <li>Use a Google search to find sites that will publish student essays about literature</li> </ul> </li> </ul>	

Strategies for Differentiation	
Graphic organizers	Writer's checklist
Time extensions	Reference sheet (list of transitions, vivid verbs, ect.)
Tiered Activities	Varied Rubrics/Student Friendly Rubrics
Sentence Starters/ Story Starters	Allow additional wait time
Small group instruction	

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Writing: The Position Piece	<b>Grade Level</b>	8 <sup>th</sup> Grade
<b>Curriculum Area</b>	English Language Arts	<b>Time Frame</b>	On going
<b>Developed By</b>	Bloomfield Middle School		

## Desired Results (Stage 1)

### Established Goals

#### Writing Standards

- W.8.1: Write arguments to support claims with clear reasons and relevant evidence
- W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
- W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
- W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
- W.8.1d: Establish and maintain a formal style
- W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
- W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several different sources and generating additional related, focused questions that allow for multiple avenues of exploration
- 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 how material is rendered new”)
- W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences



<b>Primary Interdisciplinary Connections</b>	
<b>6.3 Active Citizenship in the 21st Century</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. <b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. logical appeals.	
<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div> <div> <input checked="" type="checkbox"/> <b>Global Awareness</b>  <input checked="" type="checkbox"/> <b>Civic Literacy</b> </div> <div> <input checked="" type="checkbox"/> <b>Financial, economic, business, and entrepreneurial literacy</b>  <input checked="" type="checkbox"/> <b>Health Literacy</b> </div> </div>	
<b>Transfer</b>	
<b>Students will be able to independently use their learning to...</b> <ul style="list-style-type: none"> <li>• Debate positions to develop a complex argument</li> <li>• Use connotative language to paint a tone</li> <li>• Use dramatic flare to give speeches more impact</li> <li>• Develop positions</li> <li>• Present balanced and principled arguments</li> <li>• Attend to alternative points of view</li> <li>• Attend to audience and presentation</li> </ul>	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
<b>U1:</b> Good writers know how to present well-balanced, polished arguments <b>U2:</b> Good writers understand the power of language when presenting arguments <b>U3:</b> String argument pieces contain alternative points of view	<b>E1:</b> How do effective writers debate arguments? <b>E2:</b> How do effective writers utilize language to enhance their essays? <b>E3:</b> How do effective writers provide readers with alternative arguments?
<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...

<b>K1</b> - strong position papers have two sides to an argument <b>K2</b> – writers utilize tools to make writing goals <b>K3</b> – texts can support positions <b>K4</b> – the importance of tone and word choice <b>K5</b> – the value of strong conclusions <b>K6</b> – the importance of using proper conventions <b>K7</b> – ways to recognize inspirational speeches <b>K8</b> – historic or current events make good topics <b>K9</b> - there are more than one point of view on the same topic <b>K10</b> – the components of a strong speech <b>K11</b> – the power of a counterargument in a piece <b>K12</b> – the various ways of structuring a position paper <b>K13</b> – the value of the audience and respectful language	<b>S1</b> – debate one side of an argument with someone who holds an opposing view <b>S2</b> – use charts, checklists, and mentors to make writing goals <b>S3</b> - use text successfully to support an argument <b>S4</b> – revise a piece to improve tone and word choice <b>S5</b> – utilize writing tools to assess conclusions <b>S6</b> - successfully cite in-text sources and create a bibliography <b>S7</b> – annotate speeches to prepare for solid delivery <b>S8</b> – process intense topics to present in a position paper <b>S9</b> - look at topics from a different perspective <b>S10</b> – assess speeches for strong qualities <b>S11</b> – use transitional phrases to introduce counterarguments <b>S12</b> – properly structure a position paper <b>S13</b> – write a position paper that includes respectful language and pays attention to the audience
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## Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	Respond Reflect Apply Analyze Critique Interpret Justify Defend Respond Develop	<u>Transfer Task(s)</u> <ul style="list-style-type: none"> <li>On-Demand-Writing Prompts Pre/Post</li> <li>Portfolios</li> <li>Writer's Notebook</li> <li>Daily writing prompts/quick writes</li> <li>mini lessons/writing skills</li> <li>Self assessment and reflections</li> <li>Writer's Workshop (Prewriting, drafting, teacher conferencing, peer editing, revising)</li> <li>Student created rubrics.</li> <li>Daily grammar and vocabulary exercises</li> </ul> <u>Other Evidence</u> <ul style="list-style-type: none"> <li>Exit Slips</li> <li>Teacher observations</li> <li>Peer assessment</li> <li>Homework</li> <li>Mini-Whiteboard activities</li> </ul>

	Create Edit	<ul style="list-style-type: none"><li>• Discussion</li><li>• Writing of a genre of choice</li></ul>
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## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	<b>Activities</b>	<b>Resources</b>
	<ul style="list-style-type: none"> <li>Session 1:                             <ul style="list-style-type: none"> <li>Introduce a debate topic to the class</li> <li>Have students work with partners to develop their position</li> <li>Practice debate with students with opposing view</li> </ul> </li> </ul>	<p><i>Position Papers Unit Three: Information</i> Lucy Calkins, Series Editor</p> <p>Follow directions in the text for detailed information about the activities.</p>
	<ul style="list-style-type: none"> <li>Session 2:                             <ul style="list-style-type: none"> <li>Provide students with tools, such as checklists, charts, and mentor text to help students make writing goals</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 3:                             <ul style="list-style-type: none"> <li>Show students how text evidence can support an argument</li> <li>Allow students to work with partners to use text to support opposing sides</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 4:                             <ul style="list-style-type: none"> <li>Students will revise a paragraph paying attention to tone and word choice</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 5:                             <ul style="list-style-type: none"> <li>Provide students with "Powerful Conclusions Might..." chart</li> <li>Students will work with partners to analyze their own conclusions</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 6:                             <ul style="list-style-type: none"> <li>Students will edit own pieces for proper conventions</li> <li>Provide students with information about citing in-text references and bibliography</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 7:                             <ul style="list-style-type: none"> <li>Let students listen to inspirational speeches</li> <li>Provide students with a tip chart about how to annotate and rehearse a speech</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>Students will work together to practice different techniques</li> </ul>	
	<ul style="list-style-type: none"> <li>Session 8: <ul style="list-style-type: none"> <li>Allow students the opportunity to share their speech with the class</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 9: <ul style="list-style-type: none"> <li>Introduce students to approaching intense topics</li> <li>Use the issue of child soldiers as a topic that demonstrates intense topics</li> <li>Students will work with partners to process their feelings about this topic</li> <li>Have students start a list of questions and thoughts about the topic</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 10: <ul style="list-style-type: none"> <li>Have students gather more information about the child soldier topic and invite them to be open to changing their stance</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 11: <ul style="list-style-type: none"> <li>Work with students to prepare a checklist of strong debating techniques</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 12: <ul style="list-style-type: none"> <li>Students will work with partners to analyze their use of text evidence in their essays</li> <li>Students will work to improve their pieces in terms of using evidence efficiently</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 13: <ul style="list-style-type: none"> <li>Students will work on developing a counterargument for their essay</li> <li>Have students practice using transitional phrases to introduce counterargument</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 14: <ul style="list-style-type: none"> <li>Work with students to determine various ways to structure a position paper</li> <li>Have students work on restructuring their own piece</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Session 15: <ul style="list-style-type: none"> <li>Students will work with partner to ensure that their piece contains respectful language and</li> </ul> </li> </ul>	

	pays attention to the audience	
	<ul style="list-style-type: none"> <li>Session 16:             <ul style="list-style-type: none"> <li>Allow students class time to present pieces through various means</li> </ul> </li> </ul>	

Strategies for Differentiation	
Graphic organizers	Writer's checklist
Time extensions	Reference sheet (list of transitions, vivid verbs, ect.)
Tiered Activities	Varied Rubrics/Student Friendly Rubrics
Sentence Starters/ Story Starters	Allow additional wait time
Small group instruction	

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

Title of Unit	Reading: Urban Settings in America	Grade Level	8 <sup>th</sup> Grade
Curriculum Area	English Language Arts	Time Frame	6-7 weeks
Developed By	Bloomfield Middle School		
Desired Results (Stage 1)			
Established Goals			
<p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.6</b> 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><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.8.1</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>SL.8.1</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.8.4</b> 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>L.8.4</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p>			
Primary Interdisciplinary Connections			
<p><b>History/Social Studies: RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>Science and Technology: RST.6-8.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p><b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>			

21 <sup>st</sup> Century Interdisciplinary Themes:		
<input checked="" type="checkbox"/> Global Awareness	<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	
<input type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy	
Transfer		
Students will be able to independently use their learning to...		
T1-Cite textual evidence to support literal and abstract meaning from the text.		
T2-Participate effectively in class discussion regarding the topics and issues pertaining to a particular text.		
T3-Identify and analyze how an author conveys a viewpoint through the text.		
Meaning		
Understandings	Essential Questions	
Students will understand that...	Students will keep considering...	
U1. Environment plays an important role in everyday lives.	Q1. How does a setting contribute to a story?	
U2. Settings have a unique role in a literature work.	Q2. How does one's environment influence a person's actions?	
U3. Pride in one's surroundings transcends into pride in one's life.		
Acquisition		
Knowledge Students will know...	Skills Students will be able to...	
K1. Major and minor characters, setting, themes, and plots from works about urban America.	S1. Compare and contrast story characters, plots, themes, and settings from works about urban America.	
K2. How structure and setting contributes to the literary works meaning and style.	S2. Analyze the ways in which the structure of a work affects how the setting is conveyed.	
	S3. Define related words and identify their parts of speech (e.g., urban, urbanization, suburban; city, citify; metropolitan, metropolis).	
	S4. Incorporate text to defend point of view.	
Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence



<b>T1-T3</b> <b>S1-S4</b> <b>K1-K2</b> <b>U1-U3</b>	Compare and Contrast  Interpret  Comprehend  Analyze  Critique  Reflect  Define	<b><u>Transfer Task(s)</u></b> Formative- <ul style="list-style-type: none"> <li>• Open-ended responses based on the literature read</li> <li>• Summaries and Reflections</li> <li>• Venn Diagram</li> <li>• PowerPoint Presentation based on vocabulary terms.</li> <li>• Interactive Notebook-word windows</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• End of unit or chapter tests</li> <li>• Writing Prompt-Responding to the theme of the literary work</li> </ul>
<b>T1-T3</b> <b>S1-S4</b> <b>K1-K2</b> <b>U1-U3</b>	Respond  Analyze  Comprehend  Apply	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Comprehension Test/Quizzes</li> <li>• Exit Slips</li> <li>• Discussion</li> <li>• Observations</li> <li>• Peer Assessment</li> <li>• Mini-Whiteboards Activity</li> <li>• Homework</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Prepare a speech outline</li> <li>• Alternative Project</li> </ul>

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
T1-T3 Q1-Q2 U1-U3 K1-K2 S1-S4	Write an analysis of poetry. Example-word study (Resource page 403).	<b>Prentice Hall:</b> <ul style="list-style-type: none"> <li>• Thank You M'am-Short story (Page 172) – Unit 2</li> <li>• "The City is So Big"-Poem(Page 399) – Unit 2</li> <li>• "Taught Me Purple"-Poem(Page 398) – Unit 2</li> <li>• "Achieving the American Dream"-Essay(Page 370) – Unit 1</li> </ul>
T1-T3 Q1-Q2 U1-U3 K1-K2 S1-S4	Create a power point that depicts city life (Resource page 403)	
T1-T3 Q1-Q2 U1-U3 K1-K2 S1-S4	Utilize interactive notebook to describe qualities people posses in order to leave their homeland to emigrate to the United States (Resource page 375).	
T1-T3 Q1-Q2 U1-U3 K1-K2 S1-S4	Prepare a speech outline in order to deliver a position on a topic (Resource page 179).	
T1-T3 Q1-Q2 U1-U3 K1-K2 S1-S4	Make a T-chart of the pros and cons of urban living (Resource page 459).	

	Suggested Activities	Suggested Resources
T1-T3 Q1-Q2 U1-U3 K1-K2 S1-S4	Retelling/ Storyboard	<b>Novel:</b> <u>Downsiders</u> by Neal Shusterman (Preferred Choice) <b>Prentice Hall-</b> <ul style="list-style-type: none"> <li>“Baseball” Autobiography(Page 624) – Unit 1</li> </ul> <b>Outside Source:</b> <ul style="list-style-type: none"> <li><i>Empire State of Mind</i>-Alicia Keys</li> </ul>
T1-T3 Q1-Q2 U1-U3 K1-K2 S1-S4	Select additional vocabulary essential to the meaning of the text.	
T1-T3 Q1-Q2 U1-U3 K1-K2 S1-S4	Choose an additional non-fiction article that correlates with Urban setting (Resource Scope Magazine).	

Strategies for Differentiation	
Choice Menus/Boards	SQ3R/QAR
Test Modifications and Time extensions	Allow additional wait time
Tiered Activities utilizing appropriate level of Bloom's Higher Order Thinking Questions	Cooperative Learning
Small Group Instruction	Graphic Organizers
Teacher Modeling	Varied Rubrics
RAFT(Role, Audience, Format, Topic writing activity)	

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

Title of Unit	Reading: New Horizons	Grade Level	8 <sup>th</sup> Grade
Curriculum Area	English Language Arts	Time Frame	6-7 weeks
Developed By	Bloomfield Middle School		
Desired Results (Stage 1)			
Established Goals			
<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>RL.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2.</b> 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><b>RL.8.3.</b> 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><b>L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.8.4.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L.8.4.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>SL.8.1.</b> 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><b>SL.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>SL.8.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			

## Primary Interdisciplinary Connections

**History/Social Studies: RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Science and Technology: RST.6-8.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### 21<sup>st</sup> Century Interdisciplinary Themes:

☒ Global Awareness

☒ Financial, economic, business, and entrepreneurial literacy

☒ Civic Literacy

☐ Health Literacy

## Transfer

**Students will be able to independently use their learning to...**

**T1**-Cite textual evidence to support literal and abstract meaning from the text.

**T2**-Participate effectively in class discussion regarding the topics and issues pertaining to a particular text.

**T3**-Identify and analyze how an author conveys a viewpoint through the text.

## Meaning

### Understandings

**Students will understand that...**

- U1.** Children grow up quickly when confronted with some of life's harsh realities.
- U2.** Stereotypes begin very easily and grow quickly.
- U3.** Societies thrive on stereotypes.
- U4.** Humans have the courage to overcome stereotypes and societies rigid views.

### Essential Questions

**Students will keep considering...**

- Q1.** How can I express my thoughts clearly to others?
- Q2.** How do life experiences affect who we become?
- Q3.** How do stereotypes form and affect people in society?

## Acquisition

### Knowledge

Students will know...

### Skills

Students will be able to...

<b>K1.</b> Selected literary terms-historical context, setting, mood and tone. <b>K2.</b> How a human’s past experiences can help them explore and experience new beginnings. <b>K3.</b> How humans are capable of overcoming obstacles in life. <b>K4.</b> How to relate text to world and text to self.		<b>S1.</b> Understand how characters or people’s reactions are guided by the customs, laws, and expectations of the time period. <b>S2.</b> Determine how the author’s perspective relates to the culture of the times in which the author lives. <b>S3.</b> Explain how mood and tone contribute to the plot of the story.	
Evidence (Stage 2)			
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>	
Q1-Q3 U1-U4 S1-S3 K1-K4	Compare and Contrast Interpret Comprehend Analyze Critique Reflect Define Evaluate	<b><u>Transfer Task(s)</u></b> Formative: <ul style="list-style-type: none"><li>• Open-ended responses</li><li>• Summaries and reflections</li><li>• Interactive Notebook reflections</li><li>• Interactive notebook word windows</li></ul>	
		Summative <ul style="list-style-type: none"><li>• End of unit tests</li><li>• End of unit project</li></ul>	
Q1-Q3 U1-U4 S1-S3 K1-K4	Respond Analyze Comprehend Apply Summarize  Discuss	<b><u>Other Evidence</u></b> Formative: <ul style="list-style-type: none"><li>• Comprehension Test/Quizzes</li><li>• Exit Slips</li><li>• Discussion</li><li>• Observations</li><li>• Peer Assessment</li><li>• Mini-Whiteboards Activity</li><li>• Homework</li></ul>	

	Define  Compare  Contrast  Evaluate	Summative: <ul style="list-style-type: none"> <li>Alternative projects</li> </ul>
<b>Learning Plan (Stage 3)</b>		
<b>Checks for alignment and best practice</b>	<b>Summary of Key Learning Events and Instruction</b> <i>The teaching and learning needed to achieve the unit goals.</i>	
	<b>Required Activities</b>	<b>Required Resources</b>
<b>Q1-Q3</b> <b>U1-U4</b> <b>S1-S3</b> <b>K1-K4</b>	Journal Prompt (respond to this prompt after every reading)-What legacy do characters in literature leave to people living today?	<b>Prentice Hall:</b> <ul style="list-style-type: none"> <li>"The Other Pioneers"-Poem(Page 148) – Unit 1</li> <li>"Cub Pilot on the Mississippi"-Autobiography(Page 100) – Unit 1 or 2</li> <li>"Tears of Autumn"-Short Story(Page 564)- Unit 1</li> <li>"One Writer's Beginnings"-Autobiography(Page 629) – Unit 1</li> <li>"Darkness at Noon" – Persuasive Essay (Page 409) – Unit 3</li> </ul>
	Create a Venn Diagram that explains the similarities and differences of the settings of each story. Explain how the setting contributes to the similarities and differences in the mood and tone of each work.	
	Using the short story, "One Writer's Beginnings" write an autobiographical account of the most important events in your life.	
	Utilize interactive notebook in order to describe how each character from the text encounters the unknown and therefore finds and explores new beginnings.	
	Utilize the Prentice Hall Literature book for more activities.	
	Identify literary techniques used in novel: <ul style="list-style-type: none"> <li>Symbolism</li> <li>Imagery</li> <li>Internal conflict</li> <li>External conflict</li> </ul>	<b>Honors:</b> <u>A Separate Peace</u> John Knowles

	<ul style="list-style-type: none"> <li>• Mood</li> <li>• Flashback</li> </ul>	
	Use process reading journal focusing on plot development, characterization, author's purpose/style	
	Create a literary analysis paper upon completion of novel from a list of topic choices	
	Work with peer groups to explore themes in the novel	
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
<b>Q1-Q3</b> <b>U1-U4</b> <b>S1-S3</b> <b>K1-K4</b>	Novel Reflections (Appendix)	<b>Novels:</b> <ul style="list-style-type: none"> <li>• <u>Of Mice and Men</u> by John Steinbeck</li> <li>• <u>The Outsiders</u> by S.E. Hinton</li> </ul> <b>Prentice Hall</b> <ul style="list-style-type: none"> <li>• "Flowers for Algernon" (Page 182)</li> </ul>
	End of the book projects.	
	Choose an additional Scope Magazine article that relates to the theme of new beginnings.	
	Complete a web quest related to the Great Depression.	
<b>Strategies for Differentiation</b>		
Choice Menus/Boards	SQ3R/QAR	
Test Modifications and Time extensions	Allow additional wait time	
Tiered Activities utilizing appropriate level of Bloom's Higher Order Thinking Questions	Cooperative Learning	
Small Group Instruction	Graphic Organizers	
Teacher Modeling	Varied Rubrics	
RAFT(Role, Audience, Format, Topic writing activity)		





**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Reading: Looking Back on America	<b>Grade Level</b>	8 <sup>th</sup> Grade				
<b>Curriculum Area</b>	English Language Arts	<b>Time Frame</b>	6-8 weeks				
<b>Developed By</b>	Bloomfield Middle School						
<b>Desired Results (Stage 1)</b>							
<b>Established Goals</b>							
<p><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>							
<b>Primary Interdisciplinary Connections</b>							
<p><b>History/Social Studies: RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>Science and Technology: RST.6-8.9</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>							
<p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Global Awareness</td> <td><input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy</td> </tr> <tr> <td><input checked="" type="checkbox"/> Civic Literacy</td> <td><input type="checkbox"/> Health Literacy</td> </tr> </table>				<input checked="" type="checkbox"/> Global Awareness	<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	<input checked="" type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy
<input checked="" type="checkbox"/> Global Awareness	<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy						
<input checked="" type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy						

Transfer		
<b>Students will be able to independently use their learning to...</b> <b>T1</b> -Cite textual evidence to support literal and abstract meaning from the text. <b>T2</b> -Participate effectively in class discussion regarding the topics and issues pertaining to a particular text. <b>T3</b> -Identify and analyze how an author conveys a viewpoint through the text.		
Meaning		
Understandings	Essential Questions	
Students will understand that...	Students will keep considering...	
<b>U1.</b> A shared history is an important component to a culture. <b>U2.</b> Experiences shape one's perspective of historical events <b>U3.</b> Historical events shape today's world.	<b>Q1.</b> How does literature represent a collective history? <b>Q2.</b> How does one's perspective of an event shape their experience? <b>Q3.</b> How does history influence today's world?	
Acquisition		
Knowledge Students will know...	Skills Students will be able to...	
<b>K1.</b> First-hand account of historic allow the reader to understand the author's perspective of the event <b>K2.</b> Through historical fiction readers can gain an understanding of actual events	<b>S1.</b> Compare and contrast story characters, plots, themes, and settings from stories about American history. <b>S2.</b> Determine the author's point of view in two texts about the same topic and discuss the effect it has on the work. <b>S3.</b> Research a historical event of choice, followed by a multimedia report that includes insights from historical fiction.	
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>U1-U2</b> <b>K1 – K2</b> <b>S1 – S3</b> <b>U1-U2</b> <b>K1 – K2</b>	Summarize Compare and Contrast Analyze Predict Respond	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"><li>• Open-Ended questions based on text</li><li>• Summary and reflections</li><li>• Interactive notebook</li></ul>

<b>S1 – S3</b> <b>T1 – T3</b>	Reflect	Summative <ul style="list-style-type: none"> <li>• End of unit test</li> <li>• Create a time line of an era in American history</li> <li>• Writing Prompt – comparing the struggles during different time periods in our country</li> </ul>
<b>U1-U2</b> <b>K1 – K2</b> <b>S1 – S3</b> <b>T1 – T3</b>	Comprehend	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Comprehension Test/Quizzes</li> <li>• Exit Slips</li> <li>• Discussion</li> <li>• Observations</li> <li>• Peer Assessment</li> <li>• Mini-Whiteboards Activity</li> </ul> Homework
	Discuss  Analyze  Summarize  Apply	
	Define  Compare  Contrast	Summative <ul style="list-style-type: none"> <li>• Power Point presentation providing background information about the setting of a literary work</li> <li>• Venn Diagram about two different perspectives on the same event</li> </ul>

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
Q1-Q3 U1-U3 K1-K2 S1-S3 T1-T3	Trace the events in the Civil Rights Movement and show the impact of each milestone (Resource page 239)	<b>Prentice Hall:</b> <ul style="list-style-type: none"> <li>• "O Captain, My Captain"-Poem(Page 261) – Unit 2</li> <li>• "Harriet Tubman: Guide to Freedom"-Article(Page 130) – Unit 1 or 2</li> <li>• "Brown vs. Board of Education" Essay(Page 230) – Unit 3</li> <li>• "The Drummer Boy of Shiloh" Short Story(Page 7) – Unit 1</li> <li>• "An Episode of War" Short Story (Page 16) – Unit 2</li> <li>• "Argument in Favor of a Sixteenth Amendment" –Persuasive Speech (Page 405) – Unit – 3</li> <li>• "Sharing in the American Dream" – Speech (Page 599) – Unit 3</li> </ul>
Q1-Q3 U1-U3 K1-K2 S1-S3 T1-T3	Write a comparison essay in which two different accounts of the same historical event is presented	
Q1-Q3 U1-U3 K1-K2 S1-S3 T1-T3	Research the historical context in which a literary work is set	
Q1-Q3 U1-U3 K1-K2 S1-S3 T1-T3	Explore figurative language used in a work of literature	
Q1-Q3 U1-U3 K1-K2 S1-S3 T1-T3	Write an argument response after reading an informational piece.	
	Focus on the essential questions: 1. What is justice?	<b>Honors</b> <u>To Kill A Mockingbird</u> Harper Lee

	<ol style="list-style-type: none"> <li>How do stereotypes form and affect people in society?</li> <li>What does it mean to have courage?</li> <li>What life experiences allow the reader to witness characters from the novel(s) grow up?</li> <li>How can literature help me to learn about life's challenges?</li> </ol>	
	Identify literary techniques used in novel: <ul style="list-style-type: none"> <li>allegory</li> <li>symbolism</li> <li>point of view</li> <li>colloquialism</li> </ul>	
	Create a Power Point about the South during the Great Depression	
	Use process reading journal focusing on plot development, characterization, author's purpose/style	
	Create a literary analysis paper upon completion of novel from a list of topic choices	
	Work with peer groups to explore themes in the novel	
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Pronounce vocabulary from the text and read their definitions	<b>Play:</b> <ul style="list-style-type: none"> <li><u><a href="#">Inherit the Wind</a></u> by Jerome Lawrence and Robert E. Lee</li> </ul>
<b>Q1-Q3</b> <b>U1-U3</b> <b>K1-K2</b> <b>S1-S3</b> <b>T1-T3</b>	Research the historical facts presented in the text	
<b>Q1-Q3</b> <b>U1-U3</b> <b>K1-K2</b> <b>S1-S3</b> <b>T1-T3</b>	Defend a position regarding an argument presented in the play	

Strategies for Differentiation	
Online time line maker	Small group instruction
Cooperative learning	Study Guides
Chunking grouping of material	Tiered activities/products
Extended time	Independent study
Varied rubrics	

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

Title of Unit	Reading: Authors and Artists	Grade Level	8 <sup>th</sup> Grade
Curriculum Area	English Language Arts	Time Frame	6-7 weeks
Developed By	Bloomfield Middle School		
Desired Results (Stage 1)			
Established Goals			
<b>RL.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text			
<b>RL.8.2.</b> 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.			
<b>RL.8.3.</b> 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.			
<b>RL.8.4.</b> 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.			
<b>RL.8.6.</b> 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.			
<b>RL.8.9.</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			
<b>SL.8.1.</b> 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.			
<b>SL.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			
Primary Interdisciplinary Connections			
<b>History/Social Studies: RH.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
<b>Science and Technology: RST.6-8.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.			
<b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.			



<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div> <div> ___x___ Global Awareness  ___ Civic Literacy </div> <div> ___x___ Financial, economic, business, and entrepreneurial literacy  ___ Health Literacy </div> </div>	
<b>Transfer</b>	
<b>Students will be able to independently use their learning to...</b> <b>T1</b> -Cite textual evidence to support literal and abstract meaning from the text. <b>T2</b> -Participate effectively in class discussion regarding the topics and issues pertaining to a particular text. <b>T3</b> -Identify and analyze how an author conveys a viewpoint through the text.	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
<b>U1.</b> Authors and artists share certain characteristics when creating a painting and writing a story. <b>U2.</b> A writer uses many techniques-repetitions, unity of effect, symbolism, allusion, and figurative language to engage the reader. <b>U3.</b> An effective story engages the reader by setting up questions-tensions, mystery, dilemmas, or uncertainties. <b>U4.</b> Novelists often provide insights about human experience through fiction.	<b>Q1.</b> How are authors and artists similar? <b>Q2.</b> How do writers' hook and hold the reader? <b>Q3.</b> How does an author's motivation affect a work of literature?
<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<b>K1.</b> Various literary techniques employed by authors. <b>K2.</b> How to compare and contrast a literary work to a painting. <b>K3.</b> How to identify and analyze themes in a literary work.	<b>S1.</b> Determine an author's point of view in a text, compare it with an artist's perspective in a work of art, and discuss the effect that perspective has on the work. <b>S2.</b> Recognize how compositional risks, such as repetitions, unity of effect, symbolism, allusion, and figurative language, to keep the reader interested. <b>S3.</b> Compare and contrast authors' and artists' motivations for creativity.

<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u> Performance is judged in terms of...</b>	<b><u>Assessment Evidence</u></b>
<b>Q1-Q3</b>  <b>T1-T3</b>  <b>S1-S3</b>	Comprehend	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Open-ended responses based on the literature read</li> <li>• Summaries and Reflections APPENDIX</li> <li>• Interactive Notebook reflections</li> <li>• Graphic Organizers</li> <li>• Analyzing illustrations in stories</li> </ul>
	Analyze	
	Evaluate	Summative <ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Writing a mini-mystery using the literary devices discussed</li> <li>• Explore the motifs in a novel.</li> </ul>
	Reflect	
	Discuss	
	Compare and Contrast	
	Inferences	
<b>U1-U5</b>  <b>Q1-Q3</b>  <b>S1-S3</b>	Comprehend	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Comprehension Test/Quizzes</li> <li>• Exit Slips</li> <li>• Discussion</li> <li>• Observations</li> <li>• Peer Assessment</li> <li>• Mini-Whiteboards Activity</li> <li>• Homework</li> </ul>
	Apply	
	Analyze	Summative <ul style="list-style-type: none"> <li>• Alternative Projects</li> <li>• Interviewing and role-playing</li> </ul>
	Evaluate	
	Respond	
	Reflect	

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
Q1-Q3 T1-T3 U1-U4 K1-K3 S1-S3	Identify and explore the motifs found in the <u>Old Man Sea</u> .	<b>Novel:</b> <ul style="list-style-type: none"> <li>• <u>Old Man and the Sea</u> by Ernest Hemmingway</li> </ul> <b>Prentice Hall:</b> <ul style="list-style-type: none"> <li>• "The Tell-Tale Heart" Short Story (Page 522) – Unit 2</li> <li>• "The Story-Teller" Poem (Page 456) – Unit 2</li> <li>• "A Glow in the Dark" – Narrative Nonfiction (Page 494) – Unit 1</li> <li>• "Dear Fellow Writers" – Letter (Page 594) – Unit 1</li> <li>• "The Story-Teller" – Short Story (Page 576) – Unit 1</li> </ul>
Q1-Q3 T1-T3 U1-U4 K1-K3 S1-S3	Reflect how illustrations in a story create an impression (Resource page 456, 531, 535).	
Q1-Q3 T1-T3 U1-U4 K1-K3 S1-S3	Discuss the traditional plot structure. Draw and label the plot of a short story.	
Q1-Q3 T1-T3 U1-U4 K1-K3 S1-S3	Compare and contrast two different literary works by the same author.	

Q1-Q3 T1-T3 U1-U4 K1-K3 S1-S3	Interview a character from a story (Resource page 531)	
Q1-Q3 T1-T3 U1-U4 K1-K3 S1-S3	Write a mini-mystery story that incorporates all the literary elements discussed.	
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
Q1-Q3 T1-T3 U1-U4 K1-K3 S1-S3	Write and role-play a conversation between characters (Resource page 549).	<b>Prentice Hall:</b> <ul style="list-style-type: none"> <li>• "The Adventure of the Speckled Band"-Short Story(Page 462) – Unit 1</li> </ul> <b>Outside Source:</b> <ul style="list-style-type: none"> <li>• "The Black Cat" Short Story – Unit 2</li> </ul>
Q1-Q3 T1-T3 U1-U4 K1-K3 S1-S3	Visit the Prentice Hall website for interactive activities and instruction related to required and suggested short stories.	
<b>Strategies for Differentiation</b>		
Choice Menus/Boards		SQ3R/QAR
Test Modifications and Time extensions		Allow additional wait time
Tiered Activities utilizing appropriate level of Bloom's Higher Order Thinking Questions		Cooperative Learning
Teacher Modeling		Varied rubrics

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

<b>Title of Unit</b>	Reading: Dramatically Speaking	<b>Grade Level</b>	8 <sup>th</sup> Grade
<b>Curriculum Area</b>	English Language Arts	<b>Time Frame</b>	6-7 weeks
<b>Developed By</b>	Bloomfield Middle School		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p><b>RL.8.3.</b> 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><b>RL.8.6.</b> 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><b>RL.8.7.</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p><b>W.8.1.</b> Critique and write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>SL.8.3.</b> 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.</p> <p><b>L.8.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.8.5.</b> Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p><b>L.8.5.</b> Use the relationship between particular words to better understand each of the words.</p>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>History/Social Studies: RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Science and Technology: RST.6-8.8</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>Visual and Performing Arts: 1.1.8.B.1</b> Analyze the application of the <a href="#">elements of music</a> in diverse Western and non-Western musical works from different <a href="#">historical eras</a> using active listening and by reading and interpreting written scores.</p>			
<p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy         </div> <div style="text-align: center;"> <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy  <input checked="" type="checkbox"/> Health Literacy         </div> </div>			

Transfer	
<p><b>Students will be able to independently use their learning to...</b></p> <p><b>T1</b>-Cite textual evidence to support literal and abstract meaning from the text.</p> <p><b>T2</b>-Participate effectively in class discussion regarding the topics and issues pertaining to a particular text.</p> <p><b>T3</b>-Identify and analyze how an author conveys a viewpoint through the text</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p><b>U1</b> – literature reveals the nature of humanity and the human condition.</p> <p><b>U2</b> – plays and poems are a form of expression which uses language to create an emotional effect</p> <p><b>U3</b> – a writer's choice of words can powerfully impact the text</p>	<p><b>Q1</b> – How does author's choice of words impact a piece of writing?</p> <p><b>Q2</b> – Why do some plays and poems stand the test of time?</p> <p><b>Q3</b> – How are plays a reflection of society?</p> <p><b>Q4:</b> How can I express my thoughts clearly to others?</p>
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<p><b>K1</b> – background information on William Shakespeare and Emily Dickinson</p> <p><b>K2</b> – definitions of literary devices:</p> <ul style="list-style-type: none"> <li>• soliloquy</li> <li>• aside</li> <li>• monologue</li> <li>• stanzas</li> <li>• rhyme patterns</li> </ul>	<p><b>S1.</b> Compare and contrast characters, plots, themes, settings, and literary techniques used in plays and films.</p> <p><b>S2.</b> Identify literary elements of plays and poems</p> <p><b>S3.</b> Analyze how characters develop over the course of a text</p> <p><b>S4.</b> Read and discuss a variety of plays, playwrights, and poets.</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T3</b> <b>U1</b> <b>U2</b> <b>U3</b> <b>S1</b> <b>S3</b>	Analyze	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussions</li> <li>• Interactive Notebook</li> <li>• Graphic Organizers</li> <li>• Write an original poem, using at least two literary devices</li> </ul>
	Comprehend  Read  Critique  Interpret	Summative <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• End of unit tests</li> <li>• Reciting a scene from <i>Midsummer Night's Dream</i></li> </ul>
<b>T1</b> <b>T2</b>	Analyze	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer Assessment</li> <li>• Exit Slips</li> <li>• Homework</li> </ul>
	Summarize  Compare/Contrast  Reflect	Summative <ul style="list-style-type: none"> <li>• Compare/Contrast the poetic techniques that are used in two poems</li> <li>• Alternative Projects</li> </ul>

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
Q1 Q4 T3 K2	Modify a scene of the play so that it reads in modern English and have students act it out	<b>Play:</b> <ul style="list-style-type: none"> <li><i>A Midsummer Night's Dream</i> by William Shakespeare- {Preferred Choice}</li> </ul> <b>Prentice Hall:</b> <ul style="list-style-type: none"> <li><i>Paul Revere's Ride</i>-Poem(Page 302) – Unit 1</li> <li><i>Blow, Blow, Thou Winter Wind</i>-Poem(Page 836) – Unit 2</li> <li><i>If I Can Stop One Heart from Breaking</i>-Poem(Page 872) – Unit 2</li> </ul>
K1 Q2 Q3 S1 S4	Identify other pieces of literature, movies, or TV shows that mirror the action of the play	
T3 U2 U3 Q1 Q4 K2 S2	Identify the rhyme pattern in Shakespeare's poem and compare to the play	
T1 Q3 S1	Locate towns and landmarks mentioned in Longfellow's poem on a map of Boston (Resource Page 309)	
T3 U2 U3 Q1 Q4	Create a list of topics that could become concrete poems and design a plan of how to best illustrate the topic	



<b>K2 S4</b>		
<b>T1 U1 Q4</b>	Complete a web search on Emily Dickinson and make a connection to her life experiences and the tone of the poem	
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
<b>T1 U1 S3</b>	Biographical Sketch: Use information from the play to write a biographical sketch of a character from the play. (Resource Page 747)	<b>Prentice Hall:</b> <ul style="list-style-type: none"> <li>• <i>Anne Frank</i>-play(Page 700) – Unit 1</li> <li>• <i>400 Meter Free Style</i>-Poem(Page 854) – Unit 1</li> </ul>
<b>T1 U1</b>	Bulletin Board: With a group, students will display information about a specific Jewish person or community in Europe during WWII (Resource Page 781)	
<b>Strategies for Differentiation</b>		
Tiered Activities utilizing appropriate level of Bloom's Higher Order Thinking Questions		Cooperative Learning
Small Group Instruction		Graphic Organizers
Teacher Modeling		Allow Additional Wait Time
Choice/Menu Boards		RAFT(Role, Audience, Format, Topic writing activity)
Test Modifications and Time Extensions		Varied Rubrics
Varied Rubrics		SQ3R/QAR

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

Title of Unit	Reading: The Search for Greater Good	Grade Level	8 <sup>th</sup> Grade
Curriculum Area	English Language Arts	Time Frame	6-7 weeks
Developed By	Bloomfield Middle School		
Desired Results (Stage 1)			
Established Goals			
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.8.3. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.			
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Primary Interdisciplinary Connections			
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).			
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			

**RST.6-8.2.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ **Global Awareness**

☐ **Financial, economic, business, and entrepreneurial literacy**

☒ **Civic Literacy**

☐ **Health Literacy**

**Transfer**

**Students will be able to independently use their learning to...**

**T1:** Become active readers, good listeners, and critical thinkers in their everyday interactions.

**T2:** Read and discuss a variety of novels that reveal, explicitly or implicitly, "the greater good."

**T3:** Write a variety of responses to literature and informational text

**Meaning**

**Understandings**

**Essential Questions**

**Students will understand that...**

**Students will keep considering...**

**U1:** Novels allow students to explore common world themes.

**Q1:** How can I express my thoughts clearly to others?

**U2:** the understanding of one's self is crucial to developing the greater good of society

**Q2:** How does literature help us to define the greater good?

**U3:** Throughout their lives humans are asked to meet physical, emotional, and mental challenges. Humans react to these challenges in a variety of ways.

**Q3:** How can literature help me to learn about life's challenges?

Acquisition		
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...
<b>K1:</b> Various literary techniques, such as symbolism or satire, employed by the author.  <b>K2:</b> The setting, themes, and characters of the novel.		<b>S1:</b> Analyze how writing styles and literary techniques, such as symbolism or satire, are used and how their use affects meaning and reader engagement. <b>S2:</b> Compare and contrast settings, themes, and characters, and how these story elements help us to define the greater good. <b>S3:</b> Make text to world connections.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1-T3</b>  <b>S1-S2</b>  <b>K1-K2</b>  <b>U1-U3</b>	Comprehend  Analyze  Evaluate  Reflect  Discuss	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"><li>• Open-ended responses based on the texts read</li><li>• Summaries and Reflections</li><li>• Interactive Notebook reflections</li><li>• Graphic Organizer</li><li>• Discussion</li><li>• Journal entries</li></ul>
	Compare and Contrast  Inferences	Summative <ul style="list-style-type: none"><li>• Essay</li><li>• End of Novel test/ Project</li><li>• Writing portfolio</li></ul>
<b>T1-T3</b>  <b>S1-S4</b>	<b>Critical thinking</b>  <b>Apply</b>  <b>Respond</b>	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"><li>• Observation</li><li>• Peer Assessment</li><li>• Exit Slip</li><li>• Homework</li></ul>

<b>K1-K2</b>  <b>U1-U3</b>		<ul style="list-style-type: none"> <li>• Comprehension Test/Quizzes</li> <li>• Discussion</li> <li>• Peer Assessment</li> <li>• Mini-Whiteboards Activity</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Alternative Projects</li> </ul>

### Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1-T3</b>  <b>S1-S2</b>  <b>K1-K2</b>  <b>U1-U3</b>	Write a letter to Elie Wiesel reflecting on the memoir.	<b>Memoir:</b> <ul style="list-style-type: none"> <li>• <i>Night</i> by Elie Wiesel</li> </ul> <b>Outside Source:</b> <ul style="list-style-type: none"> <li>• "The Lottery" by Shirley Jackson – Unit 2</li> </ul> <b>Prentice Hall:</b> <ul style="list-style-type: none"> <li>• "The Road Not Taken" Poem(Page 44) – Unit 2</li> <li>• "I Know Why the Caged Bird Sings" Memoir(Page 32) – Unit 1</li> </ul>
	Create a historical timeline of the events that take place during World War II in Europe.	
	Read and discuss factual articles on the Holocaust.	
	Research other forms of genocide that have occurred in the world.	
	Create an anti-bullying policy for the classroom based on their reflections from the memoir.	
	Students will keep an individual journal during the memoir, where they can share their thoughts and feelings	

	about the memoir. "The Road Not Taken"- Students will paraphrase, or restate the lines in their own words, to help make sense of the ideas.	
	Identify literary techniques used in the novel <ul style="list-style-type: none"> <li>• Allusion</li> <li>• Symbolism</li> <li>• Allegory</li> <li>• Epigraph</li> </ul>	<b>Honors</b> <u>Martian Chronicles</u> Ray Bradbury
	Genre study: Science fiction/Utopia and Dystopia societies Short stories	
	Time period study: Use the time period of the publication of the book (The Cold War) and other historical occurrences to make connections to the events in the story	
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Students will use the internet to research the Special Olympics. Create an informational brochure. (Resource page 299)  Students will write an article about the race. Including details that will help readers feel the excitement and suspense (Resource page 299)  Make a chart to analyze the idioms used in the story. Discuss idioms that students use with their friends. (Resource page 297)	<b>Prentice Hall:</b> <ul style="list-style-type: none"> <li>• "Raymond's Run"-Short Story(Page 288) – Unit 2</li> <li>• "Choice: A Tribute to Dr. Martin Luther King, Jr."-Essay(Page 364) – Unit 3</li> <li>• "The American Dream"-Persuasive Essay(Page 672) – Unit 3</li> <li>• "The Trouble with Television" – Persuasive Essay (Page 668) – Unit 3</li> </ul>
	Students write a brief essay in which they describe the qualities they believe people must possess in order to leave their homeland to emigrate to the United States. If possible, students should quote lines from one or more selections. (Resource page 375)	
<b>Strategies for Differentiation</b>		
Choice Menus/Boards	SQ3R/QAR	

Test Modifications and Time extensions	Allow additional wait time
Tiered Activities utilizing appropriate level of Bloom's Higher Order Thinking Questions	Cooperative Learning
Small Group Instruction	Graphic Organizers
Teacher Modeling	
RAFT(Role, Audience, Format, Topic writing activity)	