

**Summit Public Schools  
Summit, New Jersey**

**Lawton C. Johnson Summit Middle School  
Grade 8/English Language Arts Curriculum**

**Overview:** Eighth Grade language arts serves as an important bridge between the skills introduced and honed in the middle school and the skills needed to be developed and introduced for success at the high school. Through the study of various literary genres students learn to read closely and critically about the literature, making relevant connections to themselves, to other texts, and to their worlds. The literature serves as a practice ground for students to develop a deep sense of empathy as they examine ways to make the material more relevant. This practice leads to the development of the reader into a compassionate, caring, well-rounded person who learns through the understanding of a foreign subject by finding common ground with the subject. The skill will expand beyond the literature to their everyday interactions in their world. Most importantly through the literature, students will learn to critically think about their world, create deep personal meaning, and formulate their own opinions to be justified and supported by solid textual reasoning found in the material and/or other texts and articulated sophisticatedly in speech, writing, and other forms of expression. Students will sharpen their writing skills through a detailed writing process including all the steps of thoughtful prewriting, drafting, editing and revising, self and peer editing, etc. Writing will improve drastically as students employ an integrated “read like a writer” mentality examining authors’ styles and create their own writings based on a style analysis of each writer. This practice can be applied to all forms of writing for a variety of purposes and audiences including literary analysis, research-based argumentative essays, narratives. Not only will writing improve based on the style analysis, but also students’ reading comprehension will improve as they become more cognitively aware of what a writer is trying to accomplish with each word, line, and passage of a text.

**Anchor Standards for Reading**

**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

**Anchor Standards for Writing**

**Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

NJSLSA.W10. 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 tasks, purposes, and audiences.

**Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically

to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

### **Anchor Standards for Speaking and Listening**

#### **Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

### **Anchor Standards for Language**

#### **Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

**Unit 1: Summer Reading**

**Big Ideas:** *Course Objectives/Content Statement(s)*

Students will be able to reflect on their individual summer reading experiences in a collaborative setting, apply their knowledge of literary terms for deeper analyses of the texts, and write a culminating literary analysis to create a foundation for learning for the school year.

- Develop a sense of empathy for literary characters as well as real world people.
- Review and analyze literary terms in texts while reading.
- Write a literary analysis in which literary devices are compared and contrasted between authors/texts.
- Begin “reading like a writer” to establish a foundation for learning for the school year and beyond.

Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized as well as making connections with literature, self, and our world.

Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of recognition of the eight parts of speech, subject-verb/pronoun-antecedent agreement, capitalization, confusing word groups, and punctuation will be essential for successful writing and speaking. In addition, sentence structure/variety will be instilled and reviewed: run-ons, fragments, splices, etc. Peer and teacher feedback will be used to further edit writing for short and long term assignments.

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How can we use literature to develop a sense of empathy and

**Enduring Understandings**

*What will students understand about the big ideas?*

**Students will understand that:**

<p>find common ground with the subject?</p> <ul style="list-style-type: none"> <li>• How can we learn to critically think about the world, create deep personal meaning, and formulate our own opinions to be justified and supported by solid textual reasoning found in the texts we read?</li> <li>• How can “reading like a writer” be applied to writing a literary analysis?</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy is a key component of being human and applies to literary characters as well even if they appear to be different from the reader.</li> <li>• Authors can highlight empathetic moments through their characters, plots, and conflicts in order to inform their audience.</li> <li>• Formulating one’s own opinion is an essential part of being human; it must be supported by sound reasoning and textual evidence.</li> <li>• “Reading like a writer” is a lens to be used throughout their educational experience and beyond in order to grasp the full meaning behind an author’s words such as point of view and tone.</li> </ul>
<p><b>Areas of Focus: Proficiencies (New Jersey Student Learning Standards)</b></p>	<p><b>Lessons</b></p>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLAS.RL.8.1.</b> Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>NJSLAS.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.</li> <li>• <b>NJSLAS.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.</li> <li>• <b>NJSLAS.RL.8.5.</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>• <b>NJSLAS.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.</li> <li>• <b>NJSLAS.W.8.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>○ <b>A.</b> Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>○ <b>B.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ul> </li> </ul>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Literary Terms Review</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• Empathy Definition &amp; Literary/Real World Application</li> </ul> <p><b>Lessons 3-4:</b></p> <ul style="list-style-type: none"> <li>• Small Group Book Club Chats</li> </ul> <p><b>Lesson 5:</b></p> <ul style="list-style-type: none"> <li>• Literary Analysis Outlining &amp; Conferencing</li> </ul> <p><b>Lessons 6-8:</b></p> <ul style="list-style-type: none"> <li>• Literary Analysis Drafting, Editing, &amp; Publishing</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• In teaching grammar, direct instruction will be given as whole class and mini lessons as appropriate. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills. Suggested focus areas for this unit include but may not be limited to: <ul style="list-style-type: none"> <li>○ Nouns</li> <li>○ Pronouns</li> <li>○ Verbs <ul style="list-style-type: none"> <li>■ Voice</li> </ul> </li> </ul> </li> </ul>

- **C.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- **D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E.** Establish and maintain a formal style/academic style, approach, and form.
- **F.** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **NJSLAS.W.8.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- **NJSLAS.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.
- **NJSLAS.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.
- **NJSLAS.SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - **A.** 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.
  - **B.** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - **C.** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - **D.** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **NJSLAS.L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<ul style="list-style-type: none"> <li>● <b>NJSLAS.L.8.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>○ B. Use an ellipsis to indicate an omission.</li> <li>○ C. Spell correctly</li> </ul> </li> <li>● <b>NJSLAS.L.8.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>○ A. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>○ B. Use the relationship between particular words to better understand each of the words.</li> </ul> </li> </ul> <p><b>Career-Ready Practices</b></p> <ul style="list-style-type: none"> <li>● <b>CRP1:</b> Act as a responsible and contributing citizen and employee.</li> <li>● <b>CRP2:</b> Apply appropriate academic and technical skills.</li> <li>● <b>CRP3:</b> Attend to personal health and financial well-being.</li> <li>● <b>CRP4:</b> Communicate clearly and effectively and with reason.</li> <li>● <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</li> <li>● <b>CRP6:</b> Demonstrate creativity and innovation.</li> <li>● <b>CRP7:</b> Employ valid and reliable research strategies.</li> <li>● <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● <b>CRP9:</b> Model integrity, ethical leadership and effective management.</li> <li>● <b>CRP10:</b> Plan education and career paths aligned to personal goals.</li> <li>● <b>CRP11:</b> Use technology to enhance productivity.</li> <li>● <b>CRP12:</b> Work productively in teams while using cultural global competence.</li> </ul>	
Differentiation	Assessments
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● World War II (SS)</li> <li>● Triangle Shirtwaist Factory Fire &amp; Establishment of Unions (SS)</li> <li>● Moon Phases (Science)</li> </ul> <p><b>Technology Integration</b></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Compose quick writes to check understanding.</li> <li>● Reading Comprehension Questions &amp; Quizzes</li> <li>● In-Class and Online Text Analysis Discussions</li> <li>● Explanatory Quote Paragraphs</li> </ul>

- Google Classroom
- GSuite
- Animated Myths & Legends (e.g. YouTube)
- Apps for Review (e.g. Kahoot, Quizlet)
- Sutori

### Media Literacy Integration

- Recognition of the manipulation of the public including but not limited to political campaigns, war, working conditions, and cisgender norms.

### Global Perspectives

- Understanding the term “empathy” and applying it to people outside of one’s community.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

### Summative Assessments, Projects, and Celebrations:

- Literary Analysis Essay



Models & Figures																				
<table> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback)</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
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**Recommended Texts to Support Unit:**

- *Ashes of Roses* by MJ Auch
- *The Last Mission* by Harry Mazer
- *The Hunger Games* Series by Suzanne Collins
- *The Crossover* by Kwame Alexander
- *Life As We Knew It* by Susan Beth Pfeffer
- *King and the Dragonflies* by Kacen Callender

## Unit 2: Classical Mythology

### **Big Ideas:** *Course Objectives/Content Statement(s)*

Classical Mythology is a survey of ancient Greek and Roman stories about heroes, gods, and the universe and illustrates the influence of these myths on the art, literature, and culture of the modern world. Big ideas for instruction include:

- Understand the difference between a deity and hero versus human beings or mortals.
- Determine the relationship of humans to gods.
- Distinguish between myths and history.
- Learn why myths are told.
- Consider how the recollection of the past affects the way humans live in the present.

Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized as well as making connections with literature, self, and our world.

Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of recognition of the eight parts of speech, subject-verb/pronoun-antecedent agreement, capitalization, confusing word groups, and punctuation will be essential for successful writing and speaking. In addition, sentence structure/variety will be instilled and reviewed: run-ons, fragments, splices, etc. Peer and teacher feedback will be used to further edit writing for short and long term assignments.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What are legends and myths?
- In what ways are stories that come from oral tradition different from written stories with a specific author?
- How do the traits of a legendary hero exemplify the values of the culture from which the legend originated?
- In what ways do myths illustrate the belief systems and customs of the cultures that create them?
- What questions about the universe did the people of the ancient world attempt to answer?
- How has our language (English) been influenced by Greek roots and mythological terms?

### Enduring Understandings

*What will students understand about the big ideas?*

#### **Students will understand that:**

- Legends are traditional stories based on historical figures and usually exaggerated.
- Myths are ancient stories whose authors are unknown that attempt to explain a belief, custom, or force of nature by telling of gods and goddesses and their interventions in the lives of mortals.
- Understanding the legends and myths of a particular society helps one understand and relate to that society's culture and history.
- Stories that are passed on through the oral tradition illustrate culture while also helping to shape culture.

### Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

**Students will:**

### Lessons

**Lesson 1:**

- **NJSLSA.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.
- **NJSLSA.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.
- **NJSLSA.RL.8.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **NJSLSA.RI.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.
- **NJSLSA.RL.8.6.** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **NJSLSA.L.8.1.** Demonstrate command of convention of standard English grammar and usage when writing or speaking. (A-D)
- **NJSLSA.L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **NJSLSA.L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (A)
- **NJSLSA.L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies. (A-D)
- **NJSLSA.L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (A-C)
- **NJSLSA.L.8.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Career-Ready Practices:**

- **CRP1:** Act as a responsible and contributing citizen and employee.
- **CRP2:** Apply appropriate academic and technical skills.
- **CRP3:** Attend to personal health and financial well-being.
- **CRP4:** Communicate clearly and effectively and with reason.
- **CRP5:** Consider the environmental, social and economic impacts

- Review literary terms.
- Apply literary terms to selected myths while reading.

#### **Lesson 2:**

- Recognize the collective names and duties of the chief gods and goddesses from classical myths.

#### **Lessons 3-5:**

- Chronicle the important events of an emerging plot based on the chronology of importance.
- Discuss various types of myths and their origins.
- Describe the basic plots of several Greek myths.

#### **Lessons 6-7:**

- Observe the qualities and attributes of the classical hero (e.g. Theseus, Hercules).

#### **Lesson 8:**

- Discuss three types of themes in Greek myths: stories about heroes, stories about "how it came to be," and stories about the consequences of unwise behavior.

#### **Grammar Focus:**

- In teaching grammar, direct instruction will be given as whole class and mini lessons as appropriate. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills. Suggested focus areas for this unit include but may not be limited to:
  - Adverbs
  - Independent & Dependent Clauses
  - Parts of a Sentence (Overview)

<p>of decisions.</p> <ul style="list-style-type: none"><li>● <b>CRP6:</b> Demonstrate creativity and innovation.</li><li>● <b>CRP7:</b> Employ valid and reliable research strategies.</li><li>● <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>● <b>CRP9:</b> Model integrity, ethical leadership and effective management.</li><li>● <b>CRP10:</b> Plan education and career paths aligned to personal goals.</li><li>● <b>CRP11:</b> Use technology to enhance productivity.</li><li>● <b>CRP12:</b> Work productively in teams while using cultural global competence.</li></ul>										
Differentiation	Assessments									
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"><li>● Heroes/World Leaders (SS)</li><li>● “Mysteries of the Universe” (Science)</li></ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"><li>● Google Classroom</li><li>● GSuite</li><li>● Animated Myths &amp; Legends (e.g. YouTube)</li><li>● Apps for Review (e.g. Kahoot, Quizlet)</li><li>● Sutori</li></ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"><li>● Greek myth inspired symbols, logos, and slogans</li></ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"><li>● Creation Myths: How the world began and how people first came to be.</li></ul> <table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real-life objects</td><td>Charts</td><td>In pairs or partners</td></tr></table>	Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	Real-life objects	Charts	In pairs or partners	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>● Compose quick writes to check understanding.</li><li>● List the qualities they consider necessary in a hero.</li><li>● Describe the lives and deeds of national, state and/or local heroes in an informational paragraph.</li><li>● Identify historical figures who have exemplified good citizenship; started new businesses; made contributions in the areas of civil rights, women's rights, military actions or politics; or who took risks to secure freedom.</li><li>● Cite examples of contemporary use of terms from Greek mythology.</li><li>● Utilize context clues to determine meaning.</li><li>● Define a selected list of personal vocabulary words from the myths and legends.</li><li>● Write summative paragraphs on cause and effect in relation to Greek mythology and natural world events.</li></ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"><li>● Greek Mythology Unit Test</li></ul>
Supports for English Language Learners										
Sensory Supports	Graphic Supports	Interactive Supports								
Real-life objects	Charts	In pairs or partners								

Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews,	Modified assessment grading

	anticipatory guides, and semantic mapping	
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### Recommended Texts to Support Unit:

- Greek myth and legends such as:
  - *The Palace of Olympus*
  - *The Trickery of Hermes*
  - *The Story of Prometheus*
  - *The Loves of Apollo*
  - *Arachne*
  - *Phaethon, Son of Apollo*
  - *Echo and Narcissus*
  - *The Pomegranate Seed*
  - *Theseus and the Minotaur*
  - *The Labors of Hercules*
  - *Hercules and the Giants*
  - *Odysseus and Polyphemus*
  - *Perseus*
  - *Pegasus and Bellerophon*
  - *The Golden Fleece*
- *English Grammar and Composition* by John E. Warriner

### Unit 3: Equity & the American Dream

#### **Big Ideas:** *Course Objectives/Content Statement(s)*

Equity & the American Dream seeks to explore literary representations of the American Dream and assess characters' access to actualizing their goals. A central text will be analyzed for both literal and figurative meaning to approach responding to this focus. Big ideas for instruction include:

- Read and analyze a text for both literal and figurative meaning.
- Cite evidence to support claims in speaking and writing.
- Conduct a vocabulary study of the unit's core text.
- Analyze how the structure of a text contributes to its meaning.
- Read and assess a variety of types of texts on the same topic for the author's point of view and tone.
- Write literary analysis in both formal and informal situations with in-text citations.
- Discuss analysis of a variety of texts in informal and formal conversations as well as presentations.

Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized as well as making connections with literature, self, and our world.

Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of recognition of the eight parts of speech, subject-verb/pronoun-antecedent agreement, capitalization, confusing word groups, and punctuation will be essential for successful writing and speaking. In addition, sentence structure/variety will be instilled and reviewed: run-ons, fragments, splices, etc. Peer and teacher feedback will be used to further edit writing for short and long term assignments.

<p><b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>• What factors contribute to one's success in achieving the American Dream? Do all people have equal access to actualizing the American Dream?</li> <li>• How can themes be identified through analyzing symbols, allusions, and allegories in literature?</li> <li>• How can an author's point of view affect their interpretation of and commentary on historical and/or current events?</li> <li>• What aspects of style are unique to an author, and how do they effectively convey information?</li> <li>• How can a literary analysis recognize similar themes across different cultures and genres of literature?</li> <li>• How can a claim be made and supported with textual evidence from multiple texts in a literary analysis?</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• To develop abstract reasoning one must be able to identify symbols, allusions, and allegories and how they develop themes in a text.</li> <li>• We read literature to decipher an author's commentary on society and see relevance in today's world.</li> <li>• The application of reading lenses allows us to further analyze and glean meaning from a variety of texts.</li> <li>• By identifying characteristics of an author's style, one can articulate how style contributes to an author's unique storytelling perspective.</li> <li>• Constructing a literary analysis requires textual evidence from multiple fiction and nonfiction sources to support claims.</li> </ul>
<p><b>Areas of Focus: Proficiencies</b> <b>(New Jersey Student Learning Standards)</b></p>	<p><b>Lessons</b></p>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• <b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• <b>NJSLSA.R3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Steinbeck Biography &amp; Style (e.g. <i>Of Mice and Men</i> Excerpt &amp; Style Analysis)</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• La Paz Culture &amp; Society</li> <li>• Unit Task Statement: Equity &amp; the American Dream</li> </ul> <p><b>Lessons 3-8:</b></p> <ul style="list-style-type: none"> <li>• Reading Lens Mini-Lessons <ul style="list-style-type: none"> <li>○ Determinism vs. Free Will</li> </ul> </li> </ul>

- **NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.
- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Symbolism (e.g. Adam & Eve)
- Allusion & Allegory
- Education
- Marxism vs. Capitalism
- Feminist Theory

#### **Lesson 9:**

- Literary Analysis In-Class Essay Preparation

#### **Grammar Focus:**

- In teaching grammar, direct instruction will be given as whole class and mini lessons as appropriate. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills. Suggested focus areas for this unit include but may not be limited to:
  - Prepositions & Prepositional Phrases
  - Adjective & Adverb Phrases
    - Participles
    - Gerund Phrases, Infinitive Phrases, & Appositive Phrases



- **NJSLSA.W10.** 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 tasks, purposes, and audiences.
- **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **NJSLSA.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- **NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- **NJSLSA.RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges

<ul style="list-style-type: none"> <li>• and responds to conflicting evidence or viewpoints.</li> <li>• <b>NJSLSA.RI.8.8.</b> 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.</li> </ul> <p><b>Career-Ready Practices</b></p> <ul style="list-style-type: none"> <li>• <b>CRP1:</b> Act as a responsible and contributing citizen and employee.</li> <li>• <b>CRP2:</b> Apply appropriate academic and technical skills.</li> <li>• <b>CRP3:</b> Attend to personal health and financial well-being.</li> <li>• <b>CRP4:</b> Communicate clearly and effectively and with reason.</li> <li>• <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</li> <li>• <b>CRP6:</b> Demonstrate creativity and innovation.</li> <li>• <b>CRP7:</b> Employ valid and reliable research strategies.</li> <li>• <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• <b>CRP9:</b> Model integrity, ethical leadership and effective management.</li> <li>• <b>CRP10:</b> Plan education and career paths aligned to personal goals.</li> <li>• <b>CRP11:</b> Use technology to enhance productivity.</li> <li>• <b>CRP12:</b> Work productively in teams while using cultural global competence.</li> </ul>	
Differentiation	Assessments
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Feudalism/Capitalism (SS)</li> <li>• Democracy/Feudalism (SS)</li> <li>• Marxist Literary Theory (SS)</li> <li>• Feminist Literary Theory (SS)</li> <li>• Principles of Capitalism (SS)</li> <li>• Obstacles to the American Dream (SS)</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• GSuite</li> <li>• YouTube</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compose quick writes to check understanding</li> <li>• Reading Comprehension Questions &amp; Quizzes</li> <li>• Personal Vocabulary List Quiz</li> <li>• Chapter Study Guides</li> <li>• Current Event-Literature Reader Response Journals</li> <li>• Compare &amp; Contrast Literary Analysis Paragraphs</li> <li>• In-Class and Online Text Analysis Discussions</li> <li>• Explanatory Quote Paragraphs</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>• Literary Analysis In-Class Essay and/or</li> </ul>

- Sutori
- Apps for Review (e.g. Kahoot, Quizlet)
- *New York Times* website

### Media Literacy Integration

- *The Pearl* film
- Book covers and novel illustrations

### Global Perspectives

- Students will research conflicts afflicting citizens worldwide as inspiration for their short stories/novels/vignettes.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- *The Pearl* Test

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

#### Recommended Texts to Support Unit:

- *The Pearl* by John Steinbeck
- “Let America Be America Again” by Langston Hughes
- “The House on Mango Street” by Sandra Cisneros
- *It's a Wonderful Life* Script & Film by Frank Capra
- “The Story of an Hour” by Kate Chopin

#### Unit 4: Deciphering Social Commentary in Literature

**Big Ideas:** *Course Objectives/Content Statement(s)*

Deciphering Social Commentary in Literature seeks to help students recognize how an author chooses a topic and establishes point of view and tone in their writing. Big ideas for instruction include:

- Understand where stories come from and how an author chooses a topic - connection between historical and biographical events on narratives.
- Recognize the universal aspect of literature by making text to world connections.
- Decipher an author's comment on society and see relevance in today's world.
- Develop abstract reasoning to identify symbols, allegories and allusions and how they develop themes.
- Use textual evidence to support claims in speaking, formal writing, and informal writing.

Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized as well as making connections with literature, self, and our world.

Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of recognition of the eight parts of speech, subject-verb/pronoun-antecedent agreement, capitalization, confusing word groups, and punctuation will be essential for successful writing and speaking. In addition, sentence structure/variety will be instilled and reviewed: run-ons, fragments, splices, etc. Peer and teacher feedback will be used to further edit writing for short and long term assignments.

<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>● How will students deconstruct symbols, allusions, and allegory and understand allusion to connect to theme?</li><li>● How will students recognize the universal aspect and contemporary relevance of literature?</li><li>● How is an author's story a response to historical or life events?</li><li>● How will students identify the author's tone toward aspects of society?</li><li>● How will students analyze and compare texts?</li><li>● How will students develop and support claims?</li><li>● What aspects of style are unique to an author and how do they effectively convey information?</li></ul>	<b>Students will understand that:</b> <ul style="list-style-type: none"><li>● Symbols and allegory develop theme.</li><li>● Author's allusions have significance.</li><li>● Narratives make comments about society that are universal.</li><li>● Authors deal with the same topics in different texts.</li><li>● Textual evidence is used to support written and spoken reasoning.</li><li>● Claims are supported with arguments and specific textual evidence.</li><li>● Authors have purposes behind each word choice, line placement, detail, and passage in developing a theme.</li><li>● Author's develop similar themes in their body of work.</li></ul>
<b>Areas of Focus: Proficiencies</b> <b>(New Jersey Student Learning Standards)</b>	<b>Lessons</b>
<b>Students will:</b>	<b>Lesson 1:</b> <ul style="list-style-type: none"><li>● Bradbury Biographical Info</li></ul>

- **NJSLSA.RL.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **NJSLSA.RL.8.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **NJSLSA.RL.8.3.** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **NJSLSA.RI.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 a specific word choice on meaning and tone.
- **NJSLSA.RL.8.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **NJSLSA.RL.8.6.** Explain how an author develops the point of view of the narrator or speaker in a text.
- **NJSLSA.RL.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- **NJSLSA.RI.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **NJSLSA.RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **NJSLSA.RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **NJSLSA.W.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### Lesson 2:

- Discuss 1950's historical background post WWII, atomic age, Cold War, and McCarthyism to introduce *Fahrenheit 451*.

#### Lesson 3:

- Read chapters of *Martian Chronicles* and/or "All Summer in a Day" to introduce themes and style of Bradbury with identification of interpretive and thematic lines.

#### Lesson 4:

- "Hearth and Salamander" discussions to introduce characterizations, representations of society, flaws of society, and Bradbury's initial themes regarding contemporary times

#### Lesson 5:

- "Sieve and Sand" discussions to highlight character changes, significance of allusions, and author style

#### Lesson 6:

- "Burning Bright" discussions to highlight author's style, tone toward a subject, and plot events that help support Bradbury's themes

#### Grammar Focus:

- In teaching grammar, direct instruction will be given as whole class and mini lessons as appropriate. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills. Suggested focus areas for this unit include but may not be limited to:
  - Conjunctions
  - Interjections

- **NJSLSA.W.8.1.** Write arguments to support claims with clear reasons and relevant evidence. (A-E)
- **NJSLSA.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.
- **NJSLSA.W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **NJSLSA.W.8.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- **NJSLSA.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 purposes and audience have been addressed.
- **NJSLSA.W.8.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJSLSA.W.8.10.** Write over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.
- **NJSLSA.SL.8.1.** Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (A-D)
- **NJSLSA.SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **NJSLSA.L.8.1.** Demonstrate command of convention of standard English grammar and usage when writing or speaking. (A-D)
- **NJSLSA.L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **NJSLSA.L.8.3.** Use knowledge of language and its conventions

<p>when writing, speaking, reading, or listening. (A)</p> <ul style="list-style-type: none"> <li>● <b>NJSLSA.L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies. (A-D).</li> <li>● <b>NJSLSA.L.8.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (A-C).</li> </ul> <p><b>Career-Ready Practices:</b></p> <ul style="list-style-type: none"> <li>● <b>CRP1:</b> Act as a responsible and contributing citizen and employee.</li> <li>● <b>CRP2:</b> Apply appropriate academic and technical skills.</li> <li>● <b>CRP3:</b> Attend to personal health and financial well-being.</li> <li>● <b>CRP4:</b> Communicate clearly and effectively and with reason.</li> <li>● <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</li> <li>● <b>CRP6:</b> Demonstrate creativity and innovation.</li> <li>● <b>CRP7:</b> Employ valid and reliable research strategies.</li> <li>● <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● <b>CRP9:</b> Model integrity, ethical leadership and effective management.</li> <li>● <b>CRP10:</b> Plan education and career paths aligned to personal goals.</li> <li>● <b>CRP11:</b> Use technology to enhance productivity.</li> <li>● <b>CRP12:</b> Work productively in teams while using cultural global competence.</li> </ul>	
Differentiation	Assessments
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Cold War (SS)</li> <li>● McCarthyism (SS)</li> <li>● World War II (SS)</li> <li>● Atomic Age (SS)</li> <li>● Rise of Technology in Society (Science and SS)</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Google Classroom</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Compose quick writes to check understanding.</li> <li>● Determine an author’s statement about life and society based on plot.</li> <li>● Make text-to-self and text-to-world connections to understand the universal quality of literature.</li> <li>● Foster empathy by imagining the foreign situations of the plot and understand more deeply “the other.”</li> <li>● Closely read the text to make inferences about the characters based on their speech and actions.</li> </ul>



- GSuite
- YouTube
- Sutori (e.g. World War II)
- Apps for Review (e.g. Kahoot, Quizlet)
- *New York Times* website

### Media Literacy Integration

- Bradbury interviews
- *Fahrenheit 451* film clips (1966, 2018)

### Global Perspectives

- *New York Times* online editorial reading assignments
- Immigration reform and open borders in connection with xenophobia (e.g. McCarthyism and terrorism)

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

- Use context and context clues to determine the meaning of unknown words when reading.
- Use details from the text to draw relevant inferences.
- Differentiate between the use of vague and specific support when citing text.
- Analyze literature using literary terms including characterization, allusion, theme, pathos, allegory and symbolism.
- Compare and contrast characters and their traits from different pieces of literature.
- Adhere to the conventions of standard English.
- Engage in collaborative discussions both in class and online.
- Reading Comprehension Quizzes
- Vocabulary Quiz
- Explanatory Quote Paragraphs

### Summative Assessments, Projects, and Celebrations:

- Bradbury Author Narrative Emulation
  - Make a social commentary regarding a problem in today's society.
  - Develop and show a theme using plot.
  - Use active voice and figurative writing such as symbolism and allusion.
  - Incorporate meaningful dialogue punctuated with actions or physical description.
  - Write varied expositions and denouements.
  - Establish a villain and sympathetic protagonist.
  - Write a style analysis to make comparisons between Bradbury's work and student's story, focused on effectiveness and purpose.  
and/or
- End of Novel Essay Exam
  - Write a 5-paragraph argumentative essay.
  - Pre-plan based on chosen topic with textual evidence.
  - Use specific textual support of arguments.

Broadcasts		With mentors																		
Models & Figures																				
<table border="1"> <thead> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> </thead> <tbody> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback)</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </tbody> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
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**Recommended Texts to Support Unit:**

- *Fahrenheit 451* by Ray Bradbury
- “All Summer in a Day” by Ray Bradbury
- *Martian Chronicles* by Ray Bradbury
  - “There Will Come Soft Rains”
  - “The Million-year Picnic”
  - “Rocket Summer”
  - “Ylla”

- “The Earthmen”
- *English Grammar and Composition* by John E. Warriner

Unit 5: Holocaust & Genocide	
<p><b>Big Ideas:</b> <i>Course Objectives/Content Statement(s)</i></p> <p>Holocaust &amp; Genocide seeks to provide students with historical context coupled with a literary investigation of autobiographical texts written by victims and survivors of the Holocaust. Additionally, students identify present day examples of genocide as points of comparison and contrast. Big ideas for instruction include:</p> <ul style="list-style-type: none"> <li>● Understand where stories come from and how an author chooses a topic (e.g. historical and/or autobiographical narratives).</li> <li>● Recognize the universal aspects of literature by making thematic text-to-world connections.</li> <li>● Decipher an author’s style and point of view on society and see their relevance in today’s world.</li> <li>● Identify multiple authors’ perspectives on a single historical event through primary and secondary nonfiction resources as well as historical fiction.</li> <li>● Use textual evidence to support claims in speaking as well as formal and informal writing.</li> </ul> <p>Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized as well as making connections with literature, self, and our world.</p> <p>Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of recognition of the eight parts of speech, subject-verb/pronoun-antecedent agreement, capitalization, confusing word groups, and punctuation will be essential for successful writing and speaking. In addition, sentence structure/variety will be instilled and reviewed: run-ons, fragments, splices, etc. Peer and teacher feedback will be used to further edit writing for short and long term assignments.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>● How can literature communicate a universal story, relevant to all mankind?</li> <li>● How can an author use the medium of autobiography to respond to historical and/or life events?</li> <li>● How can an author’s view of society be communicated through style, point of view, and theme?</li> <li>● How can understanding a historical event engender empathy and a global perspective of humanity?</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>● Informational texts can be read and analyzed for both explicit and inferential meaning and connections.</li> <li>● Authors can respond to one historical event through a myriad of formats and points of view.</li> <li>● Authors establish point of view and style and one can apply these skills in one’s own writing.</li> <li>● Explanatory and narrative texts can be written utilizing and evaluating information collected from primary and secondary sources as well as historical fiction, poetry, and art.</li> </ul>

	<ul style="list-style-type: none"> <li>● Responding to historical and contemporary global issues critically and thoughtfully in both writing and discussion is part of being a global citizen.</li> <li>● One's working knowledge of topic-specific vocabulary can be expanded and applied in appropriate contexts.</li> <li>● Establishing historical context through primary and secondary resources (e.g. biographies, summaries, photographs) is critical to understanding one's life story and/or a fictionalized account.</li> <li>● Learning about historical events (genocide) and how/why they still occur today (e.g. texts, articles, short clips) is part of being a global citizen.</li> <li>● One can analyze excerpts and text features to self-select a core autobiographical unit text.</li> <li>● Literal and analytical understanding of primary resources can be shown through discussion and written responses.</li> <li>● Textual evidence to support responses with citations is necessary in discussion and writing.</li> <li>● RUA (read, underlining, annotating, &amp; highlighting) articles help support responses and identify key information.</li> </ul>
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● <b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● <b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● <b>NJSLSA.R3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>● <b>NJSLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● <b>NJSLSA.R5.</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text</li> </ul>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>● What is Genocide? <ul style="list-style-type: none"> <li>○ Students will begin the unit by learning about the etymology of the term "genocide." Using a combination of sources, students will investigate the proposed 10 stages of genocide and review current events related to genocide and anti-Semitism. <ul style="list-style-type: none"> <li>■ Etymology of the term "genocide"</li> <li>■ "10 Stages of Genocide"</li> <li>■ Anti-Semitism current event connection</li> <li>■ Genocide Vocabulary Slideshow</li> </ul> </li> </ul> </li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>● WWII Background &amp; Timeline <ul style="list-style-type: none"> <li>○ Students will create a timeline of World War II and Holocaust-related major events leading up to 1942, the year Anne Frank and Elie Wisel begin documenting their</li> </ul> </li> </ul>

(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- **NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.
- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- **NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

experiences in their respective autobiographies.

- Events leading up to the time period of the autobiographies (1941-1945)
- Historical events covered in texts
- Aftermath (e.g. Nuremberg Trials, Israel, survivors)

### Lesson 3:

- Diary or Mini-DBQ Project Introduction
  - This mini-lesson will provide students a scope for learning during the unit. Students will work toward their end of the unit project weekly at the teacher's discretion resulting in a diary or Mini-DBQ (similar to Research Simulation Task).

### Lesson 4:

- P.O.V. & Author Style
  - This mini-lesson will provide students tools with which to identify and analyze an author's point of view and style in nonfiction writing. These qualities will then be utilized to analyze short excerpts as well as students' main autobiographical texts.
    - P.O.V. in Nonfiction
    - Author Style Qualities
    - Author Biographies (Frank and Wiesel) & Autobiography Text Selection

### Lesson 5:

- Holocaust Survivor Assembly Introduction & Debriefing
  - Students participate in this annual assembly to hear from Holocaust survivors regarding their experiences. Students will participate in pre and post assembly discussion.
    - Holocaust survivor pre-assembly discussion
    - Holocaust survivor debriefing

### Lessons 6-9:

- Mini-DBQ Sources A-D Mini-Lessons & Analysis or Diary Models & Entries

### Grammar Focus:

- In teaching grammar, direct instruction will be given as whole class and mini lessons as appropriate. Students will practice the skill

single sitting or a day or two) for a range of tasks, purposes, and audiences.

- **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **NJSLSA.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- **NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### **Career-Ready Practices**

- **CRP1:** Act as a responsible and contributing citizen and employee.
- **CRP2:** Apply appropriate academic and technical skills.
- **CRP3:** Attend to personal health and financial well-being.
- **CRP4:** Communicate clearly and effectively and with reason.
- **CRP5:** Consider the environmental, social and economic impacts of decisions.
- **CRP6:** Demonstrate creativity and innovation.

through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills. Suggested focus areas for this unit include but may not be limited to:

- Capitalization
- Punctuation
  - Commas
  - Semicolons & Colons
  - Commas
  - Ellipses

<ul style="list-style-type: none"> <li>● <b>CRP7:</b> Employ valid and reliable research strategies.</li> <li>● <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● <b>CRP9:</b> Model integrity, ethical leadership and effective management.</li> <li>● <b>CRP10:</b> Plan education and career paths aligned to personal goals.</li> <li>● <b>CRP11:</b> Use technology to enhance productivity.</li> <li>● <b>CRP12:</b> Work productively in teams while using cultural global competence.</li> </ul>	
Differentiation	Assessments
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● By developing realistic characters based on historical facts, students will learn how to empathize with others in a unique, personalized manner. (SS)</li> <li>● Students will be able to compare and contrast government types and identify, which, if any, precipitate genocide. (SS)</li> <li>● Students will view and discuss visual depictions of the Holocaust. (Art)</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● GSuite</li> <li>● YouTube</li> <li>● Sutori (e.g. World War II)</li> <li>● Apps for Review (e.g. Kahoot, Quizlet)</li> <li>● <i>New York Times</i> website</li> <li>● American Society for Yad Vashem website</li> <li>● <i>Paper Clips</i> documentary</li> </ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>● Students will discuss the book they choose in a collaborative “book club” setting.</li> <li>● Students will actively listen to and ask questions of Holocaust survivors during the school assembly.</li> <li>● Students will use a variety of media to develop a complete and comprehensive perspective of the Holocaust.</li> <li>● Students will enforce online research skills while collecting</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Compose quick writes to check understanding</li> <li>● Reader Response Journals (e.g. Problem &amp; Solution)</li> <li>● Reading Comprehension Questions &amp; Quizzes</li> <li>● Personal Vocabulary List Quiz</li> <li>● In-Class and Online Text Analysis Discussions</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>● Diary: In this final project option, students will focus on writing in an original narrator voice in response to the circumstances and events of the Holocaust in the format of diary entries. Students will utilize elements that make a writer’s style unique including word choice and tone, as studied throughout the course of the unit, consistently in their diary entries. Students’ main autobiographical text and author (<i>Anne Frank: The Diary of a Young Girl</i> by Anne Frank or <i>Night</i> by Elie Wiesel) will serve as inspiration for their writing. Diary entries will need to incorporate original responses to at least three (3) World War II timeline events. Students will need to create a total of at least five (5) diary entries (1 paragraph minimum each). Students may creatively bind and present their diary.</li> </ul> <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> <li>● Mini-DBQ: In this final project option, students will focus on writing a 5-paragraph informative/explanatory essay in response to the question: How Does the Spirit Triumph? Each week over the course of the unit, students will analyze one (1) source from the Mini-DBQ text set related to the Holocaust. Students will then use their understanding of the unit in combination with text citations from</li> </ul>

information for their DBQ project.

- Students will use online tools to facilitate class discussions.

### Global Perspectives

- Students will do comparative analysis of modern and past genocides, identifying causes and finding similarities between these tragedies. From here, they will identify ways individuals can use historical lessons to prevent future atrocities.
- Students will learn about genocides that affecting non-European countries.
- Students will read about the Holocaust from European survivors.

### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

their autobiography (*Anne Frank: The Diary of a Young Girl* by Anne Frank or *Night* by Elie Wiesel) and Mini-DBQ texts to address the essay question.



Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

#### Recommended Texts to Support Unit:

- *Anne Frank: The Diary of a Young Girl* by B. M. Mooyart-Doubleday
- *Night* by Elie Wiesel
- *The Boy Who Dared* by Susan Campbell Bartoletti
- *The Diary of Anne Frank* by Frances Goodrich, Albert Hackett, & Wendy Kessleman
- *Salvaged Pages: Young Writers' Diaries of the Holocaust* by Alexandra Zapruder
- *The Yellow Star* by Jennifer Rozines Roy
- *Benno and the Night of Broken Glass* by Meg Wiviott
- *Child of the Warsaw Ghetto* by David A. Adler
- *Star of Fear, Star of Hope* by Jo Hoestlandt
- *The Harmonica* by Tony Johnston
- *The Whispering Town* by Jennifer Riesmeyer Elvgren
- *The Poisonous Mushroom* by Julius Streicher
- *The Poodle-Pug-Dachshund-Pinscher* by Ernst Hiemer

- *I Never Saw Another Butterfly* by Hana Volavkova
- *English Grammar and Composition* by John E. Warriner

Unit 6: Drama	
<p><b>Big Ideas:</b> <i>Course Objectives/ Content Statement(s)</i></p> <p>Students will continue to have strong reading skills modeled for them so that they will also be able to apply them. They will read with the intention of being able to critically analyze the effectiveness of a piece of dramatic literature. Reading opportunities will focus on the analysis of dramatic literary elements unique to this genre and each specific playwright. Items such as plot, setting, themes, characters, tone, and style will be scrutinized, while specific devices used by each writer will be highlighted and discussed. There will be a special emphasis on how dramatic characters develop throughout the course of the work. Other dramatic devices taught will include recognizing stage movement, dialogue, soliloquies, monologues, and stage directions. An extensive vocabulary study of both the basic general terms of the unit as well as the specific context vocabulary will enhance the overall reading experience. Students will:</p> <ul style="list-style-type: none"> <li>● Understand the formatting and physical components of a work of drama.</li> <li>● Recognize the fact that drama is indeed literature that is written to be “performed.”</li> <li>● Analyze the techniques employed by dramatists/playwrights as they use mood and setting to create atmosphere, choose strong vocabulary that enhances their plot lines, and create strong, vibrant characters through the process of characterization.</li> <li>● Connect the thematic elements of plays to our own lives, helping the students to understand the relevance of what is read and how the fictional characters help them to learn about themselves through choices that the characters make.</li> </ul> <p>Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized as well as making connections with literature, self, and our world.</p> <p>Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of recognition of the eight parts of speech, subject-verb/pronoun-antecedent agreement, capitalization, confusing word groups, and punctuation will be essential for successful writing and speaking. In addition, sentence structure/variety will be instilled and reviewed: run-ons, fragments, splices, etc. Peer and teacher feedback will be used to further edit writing for short and long term assignments.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>● How is this piece of literature written over 400 years ago (<i>A Midsummer Night's Dream</i>) relevant to me at this point in my life today?</li> <li>● Will I be able to explain how dramatic literature varies from other forms of writing due to its unique nature?</li> <li>● Can I recognize the specific iambic pentameter and the couplet</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>● All good writing is meaningful, relevant and significant in some way; for each reader the writing will speak differently to him or her.</li> <li>● Reading for meaning will enable developing students to be able to read a dramatic work and be able to connect the themes taught to their own lives.</li> </ul>

<p>that is used during Elizabethan drama?</p> <ul style="list-style-type: none"> <li>Looking at the historical time period in which a dramatic work was written, will I appreciate the depth that adds to the understanding of the literature?</li> <li>How does the European geography play a role in the understanding of this literary text?</li> </ul>	<ul style="list-style-type: none"> <li>Reading dramatic literature will enable students to connect to their classroom, peers, teacher, and world beyond the text through thorough and meaningful classroom discussion, debate, and writing that adds depth to the initial purpose for studying a particular piece of literature.</li> <li>The reading of drama will cause students to come out of their comfort zones and be challenged to perform the written work, sometimes causing them to feel awkward, but ultimately forcing students to take a social risk.</li> </ul>
<p><b>Areas of Focus: Proficiencies</b> <b>(New Jersey Student Learning Standards)</b></p>	<p><b>Lessons</b></p>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>NJSLSA.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.</li> <li><b>NJSLSA.RI.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.</li> <li><b>NJSLSA.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.</li> <li><b>NJSLSA.RI.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.</li> <li><b>NJSLSA.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.</li> <li><b>NJSLSA.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.</li> <li><b>NJSLSA.RL.8.10.</b> 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.</li> <li><b>NJSLSA.RI.8.5.</b> Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</li> </ul>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>Shakespeare Biography &amp; Elizabethan Era Background Study</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>Dramatic Devices &amp; Period Vocabulary</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li><i>A Midsummer Night's Dream</i> Performance History &amp; The Globe</li> <li>Iambic Pentameter</li> </ul> <p><b>Lessons 3-7:</b></p> <ul style="list-style-type: none"> <li><i>A Midsummer Night's Dream</i> Acts I-V <ul style="list-style-type: none"> <li>Whole class, small group, and individual silent reading of acts</li> <li>Analysis of Shakespeare's dramatic devices in each scene</li> <li>Written reading responses in study guides and/or journal reflections</li> <li>Review and analysis of Shakespeare's vocabulary and subtext</li> <li>Comparison and contrast of play text with filmed performance</li> <li>Analyze, compare, and contrast playwrights' style and tone</li> <li>Student-led act summaries and analysis for whole-class discussion (e.g. Sequence/Order)</li> </ul> </li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>In teaching grammar, direct instruction will be given as whole class and mini lessons as appropriate. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills. Suggested focus areas for this unit</li> </ul>

- **NJSLSA.RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
- **NJSLSA.RI.8.10.** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- **NJSLSA.NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **NJSLSA.SL.8.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **NJSLSA.W.8.1.** Write arguments to support claims with clear reasons and relevant evidence
- **NJSLSA.W.8.1.B.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **NJSLSA.W.8.1.D.** Establish and maintain a formal style.
- **NJSLSA.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.
- **NJSLSA.W.8.2.A.** 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.
- **NJSLSA.W.8.2.B.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **NJSLSA.W.8.2.D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **NJSLSA.W.8.2.E.** Establish and maintain a formal style.
- **NJSLSA.W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **NJSLSA.W.8.3.A.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or

include but may not be limited to:

- Mood

<p>characters; organize an event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> <li>● <b>NJSLSA.W.8.3.B.</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</li> <li>● <b>NJSLSA.W.8.3.C.</b> 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.</li> <li>● <b>NJSLSA.W.8.3.D.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● <b>NJSLSA.W.8.10.</b> 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.</li> </ul> <p><b>Career-Ready Practices</b></p> <ul style="list-style-type: none"> <li>● <b>CRP1:</b> Act as a responsible and contributing citizen and employee.</li> <li>● <b>CRP2:</b> Apply appropriate academic and technical skills.</li> <li>● <b>CRP3:</b> Attend to personal health and financial well-being.</li> <li>● <b>CRP4:</b> Communicate clearly and effectively and with reason.</li> <li>● <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</li> <li>● <b>CRP6:</b> Demonstrate creativity and innovation.</li> <li>● <b>CRP7:</b> Employ valid and reliable research strategies.</li> <li>● <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● <b>CRP9:</b> Model integrity, ethical leadership and effective management.</li> <li>● <b>CRP10:</b> Plan education and career paths aligned to personal goals.</li> <li>● <b>CRP11:</b> Use technology to enhance productivity.</li> <li>● <b>CRP12:</b> Work productively in teams while using cultural global competence.</li> </ul>	
Differentiation	Assessments
Interdisciplinary Connections	Formative Assessments:

- Elizabethan Era (e.g. reign, customs, location) (SS)
- Iambic pentameter (Music)
- Set design & costumes (Art)

#### Technology Integration

- Google Classroom
- GSuite
- YouTube
- Sutori
- Apps for Review (e.g. Kahoot, Quizlet)
- *New York Times* website
- *A Midsummer Night's Dream* film (1999)

#### Media Literacy Integration

- *Midsummer* character and plot/modern day connections such as misinformation and point of view

#### Global Perspectives

- The drama of this unit has affected learning in a global manner in that Shakespeare's 400-year-old plays are still read in every language around the world today.
- In this unit, the teachers will activate prior learning and expand upon the text by adding depth through overviews, context vocabulary, and perspectives that will enhance and expand the relevance of the reading. For example, the origins of Elizabethan theater started as strolling players moving from town-to-town, eventually establishing itself as a permanent, yet outdoor venue. This, in turn, set up for the creation of the modern indoor theater that we have today.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small

- Compose quick writes to check understanding.
- Diagnostic challenges in order to activate prior learning
- “Whip-Arounds” to hear all voices from the class
- Reflection writing prompts (e.g. character analysis, compare/contrast)
- General drama and context vocabulary quizzes
- Reading comprehension quizzes

#### Summative Assessments, Projects, and Celebrations:

- Summarize, perform, and analyze a dramatic scene individually and/or in a small group for a whole-class presentation
- *A Midsummer Night's Dream* Unit Test
  - Read a dramatic scene and analyze it with constructed responses
  - Answer a variety of comprehension questions based on an assigned passage

		groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and	Modified assessment grading

	activities previews, anticipatory guides, and semantic mapping		
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### Recommended Texts to Support Unit:

- *A Midsummer Night's Dream* by William Shakespeare
- *A Midsummer Night's Dream: No Fear Shakespeare* by William Shakespeare
- *English Grammar and Composition* by John E. Warriner

## Unit 7: Short Stories

### Big Ideas: *Course Objectives/Content Statement(s)*

The short story unit builds upon prior learning and extends understanding of general principles of the middle school ELA curriculum. It also activates prior knowledge and incorporates both reinforcement and mastery of sixth and seventh-grade curricula. There will be a variety of reading, writing, research, and speaking opportunities for student engagement in the classroom. Reading opportunities will focus on the analysis of literary elements unique to the short story genre and each specific author. Items such as plot, setting, themes, characters, tone, and style will be scrutinized, while specific devices used by each author will be highlighted and discussed. There will be a special emphasis on characterization, the process by which an author develops his or her character. Other literary devices observed will include simile, metaphor, personification, analogy, creation of mood through atmosphere, and point of view, to name a few. Also, since the language of each literary work will vary greatly from piece-to-piece, extensive vocabulary study of both the basic general terms of the unit, as well as the specific context vocabulary will enhance the overall reading experience. Students will:

- Understand the narrative construction of a variety of short stories and how they vary from author to author.
- Recognize the different authors' styles present in each work.
- Analyze the techniques employed by short story authors as they use mood and setting to create atmosphere, choose strong vocabulary that enhances their plot lines, and create strong, vibrant characters through the process of characterization.
- Connect the elements of the stories read to their own lives, helping the students to understand the relevance of what is read.

Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized as well as making connections with literature, self, and our world.

Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of recognition of the eight parts of speech, subject-verb/pronoun-antecedent agreement, capitalization, confusing word groups, and punctuation will be essential for successful writing and speaking. In addition, sentence structure/variety will be instilled and reviewed: run-ons, fragments, splices, etc. Peer and teacher feedback will be



used to further edit writing for short and long-term assignments.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>How is this piece of literature relevant to me at this point in my life?</li> <li>If I had to retell this story, could I do it justice?</li> <li>Will I be able to explain how a short story varies from other forms of literature due to its unique nature?</li> <li>Can I write an extension or insertion paragraph that meshes perfectly with what I have just read?</li> </ul>	<b>Students will understand that:</b> <ul style="list-style-type: none"> <li>All good writing is meaningful, relevant and significant in some way; for each reader the writing will speak differently to him or her.</li> <li>Reading for meaning will enable developing students to be able to read a variety of short stories and be capable of discussing their similarities, as well as their differences based on authors' styles.</li> <li>Reading short story literature will enable students to connect to their classroom, peers, teacher, and world beyond the text through thorough and meaningful classroom discussion, debate, and writing that adds depth to the initial purpose for studying a particular piece of literature.</li> </ul>
<b>Areas of Focus: Proficiencies</b> <b>(New Jersey Student Learning Standards)</b>	<b>Lessons</b>
<b>Students will:</b> <ul style="list-style-type: none"> <li><b>NJSLSA.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.</li> <li><b>NJSLSA.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.</li> <li><b>NJSLSA.RI.8.10.</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</li> <li><b>NJSLSA.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.</li> <li><b>NJSLSA.RI.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.</li> <li><b>NJSLSA.RL.8.6.</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created</li> </ul>	<b>Lesson 1:</b> <ul style="list-style-type: none"> <li>Literary Terms Review</li> </ul> <b>Lessons 2-5 (One Lesson Set/Teacher-Selected Short Story):</b> <ul style="list-style-type: none"> <li>Author Biography &amp; Style Analysis</li> <li>Short Story Whole Class and/or Individual Student Reading</li> <li>Short Story Literary Term Application &amp; Analysis (e.g. author's devices/techniques connected to literary relevance)</li> <li>Written Reflection and/or Analysis Paragraph on Short Story</li> <li>Review &amp; Application of Vocabulary Words</li> </ul> <b>Grammar Focus:</b> <ul style="list-style-type: none"> <li>In teaching grammar, direct instruction will be given as whole class and mini lessons as appropriate. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills. Suggested focus areas for this unit include but may not be limited to: <ul style="list-style-type: none"> <li>Mood</li> <li>Dialogue Format</li> </ul> </li> </ul>

through the use of dramatic irony) create such effects as suspense or humor.

- **NJSLSA.RL.8.7.** 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.
- **NJSLSA.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.
- **NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **NJSLSA.W.8.1.** Write arguments to support claims with clear reasons and relevant evidence
- **NJSLSA.W.8.1.B.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **NJSLSA.W.8.1.D.** Establish and maintain a formal style.
- **NJSLSA.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.
- **NJSLSA.W.8.2.A.** 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.
- **NJSLSA.W.8.2.B.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **NJSLSA.W.8.2.D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **NJSLSA.W.8.2.E.** Establish and maintain a formal style.
- **NJSLSA.W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **NJSLSA.W.8.3.A.** 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.

- **NJSLSA.W.8.3.B.** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- **NJSLSA.W.8.3.C.** 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.
- **NJSLSA.8.3.D.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **NJSLSA.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.
- **NJSLSA.L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **NJSLSA.L.8.1.A.** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- **NJSLSA.L.8.1.B.** Form and use verbs in the active and passive voice.
- **NJSLSA.L.8.1.C.** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- **NJSLSA.8.1.D.** Recognize and correct inappropriate shifts in verb voice and mood.
- **NJSLSA.L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- **NJSLSA.L.8.2.A.** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- **NJSLSA.L.8.2.B.** Use an ellipsis to indicate an omission.
- **NJSLSA.L.8.2.C.** Spell correctly.
- **NJSLSA.L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **NJSLSA.L.8.3.A.** 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).
- **NJSLSA.L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading*

*and content*, choosing flexibly from a range of strategies.

- **NJSLSA.L.8.4.A.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **NJSLSA.L.8.4.B.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- **NJSLSA.L.8.4.C.** 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.
- **NJSLSA.L.8.4.D.** 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).
- **NJSLSA.L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **NJSLSA.L.8.5.A.** Interpret figures of speech (e.g. verbal irony, puns) in context.
- **NJSLSA.L.8.5.B.** Use the relationship between particular words to better understand each of the words.
- **NJSLSA.L.8.5.C.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- **NJSLSA.L.8.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **NJSLSA.SL.6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **NJSLSA.SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **NJSLSA.SL.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- **NJSLSA.SL.8.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or

<p>appropriate.</p> <p><b>Career-Ready Practices</b></p> <ul style="list-style-type: none"> <li>● <b>CRP1:</b> Act as a responsible and contributing citizen and employee.</li> <li>● <b>CRP2:</b> Apply appropriate academic and technical skills.</li> <li>● <b>CRP3:</b> Attend to personal health and financial well-being.</li> <li>● <b>CRP4:</b> Communicate clearly and effectively and with reason.</li> <li>● <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</li> <li>● <b>CRP6:</b> Demonstrate creativity and innovation.</li> <li>● <b>CRP7:</b> Employ valid and reliable research strategies.</li> <li>● <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● <b>CRP9:</b> Model integrity, ethical leadership and effective management.</li> <li>● <b>CRP10:</b> Plan education and career paths aligned to personal goals.</li> <li>● <b>CRP11:</b> Use technology to enhance productivity.</li> <li>● <b>CRP12:</b> Work productively in teams while using cultural global competence.</li> </ul>	
Differentiation	Assessments
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Planetary study coupled with “All Summer in a Day” by Ray Bradbury (Science)</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● GSuite</li> <li>● YouTube</li> <li>● Sutori</li> <li>● Apps for Review (e.g. Kahoot, Quizlet)</li> <li>● <i>New York Times</i> website</li> </ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>● Narrator reliability</li> <li>● Point of view and moral/ethical judgment discussions</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Compose quick writes to check understanding.</li> <li>● Diagnostic challenges in order to activate prior learning</li> <li>● “Whip-Arounds” to hear all voices from the class</li> <li>● Pre and post reading writing prompts</li> <li>● Compare &amp; contrast elements from different short stories</li> <li>● Assess short stories for tone, mood, and atmosphere</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>● Short Story Unit Test and/or</li> <li>● Short Story Emulation Narrative</li> </ul>

### Global Perspectives

- As many of the short stories read are from a variety of cultures and time periods, the teachers will expand upon the text by adding depth through overviews, context vocabulary, and perspectives that will enhance and expand the relevance of the reading. For example, the Arthurian legend “Sir Gawain and the Green Knight” is a medieval romance that will explore Middle Ages British Isles customs and feudal systems of the era. A sample research element here would be the code of chivalry for knights.

#### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

#### Recommended Texts to Support Unit:

- “I’m Coming In” by Joseph N. Bell
- “Feathered Friend” by Arthur C. Clarke
- “The Most Dangerous Game” by Richard Connell
- “Sir Gawain and the Green Knight” by Sir Thomas Mallory
- “All Summer in a Day” by Ray Bradbury
- “The Lottery” by Shirley Jackson
- “Lucas and Jake” by Paul Darcy Boles
- “Battleground” by Stephen King
- “Debbie” by James Herriot
- “The Third Level” by Jack Finney
- “A Secret for Two” by Quentin Reynolds
- “Harrison Bergeron” by Kurt Vonnegut
- “To Build a Fire” by Jack London

- “Necktie Party” by Jack Logan
- “The Necklace” by Guy de Maupassant
- “The Ransom of Red Chief” by O. Henry
- “The Open Window” by H. H. Munro (Saki)
- “Charles” by Shirley Jackson
- “A&P” by John Updike
- “A Small Good Thing” by Raymond Carver
- “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri
- “Everyday Use” by Alice Walker
- “Fat” by Raymond Carver
- “Mrs. Sens” by Jhumpa Lahiri
- “A Clean Well-Lighted Place” by Ernest Hemingway
- *English Grammar and Composition* by John E. Warriner

## Unit 8: Research Process

### **Big Ideas:** *Course Objectives/Content Statement(s)*

The Research Process project is taught in conjunction with media specialists to help students become experts on issues of social relevance to them--either historical or contemporary. With an emphasis placed on the process of research rather than just the end product, students are encouraged to learn as much as they can from the library resources available on their topic. Then, they will be expected to develop a sophisticated opinion on their issue and support it with research findings. Big ideas for instruction include:

1. Conduct a well-rounded research process on a topic of importance, guided by media specialists.
2. Form a sophisticated, informed thesis statement on a self-selected topic.
3. Write logical, well-supported argumentative paragraphs that explain a topic and support one's opinion while rebutting the other side.
4. Support a thesis statement with direct quotations from at least three (3) different sources and demonstrate the ability to assess which passages best support one's thesis.
5. Create a properly formatted MLA Works Cited and/or Consulted page.

Writing includes constructed response, explanatory/expository, problem solving, narrative, descriptive, argumentative, and persuasive. Use of literary/figurative language, description, transition use, and word choice are emphasized as well as making connections with literature, self, and our world.

Grammar and mechanics will also be reviewed and reinforced for understanding, as general rules of recognition of the eight parts of speech, subject-verb/pronoun-antecedent agreement, capitalization, confusing word groups, and punctuation will be essential for successful writing and speaking. In addition, sentence structure/variety will be instilled and reviewed: run-ons, fragments, splices, etc. Peer and teacher feedback will be used to further edit writing for short and long term assignments.



<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>• What is a present day or historical social injustice that I care deeply about?</li> <li>• How can I utilize the research process to develop an informed opinion on a topic I care about?</li> <li>• How can I turn my opinion into an argumentative thesis statement?</li> <li>• How can I defend my position, verbally and in writing, using a variety of reliable resources?</li> <li>• How can I utilize MLA guidelines to avoid committing plagiarism?</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• A well-rounded research process is key to developing an informed opinion on a topic.</li> <li>• Social injustice is a worthy focus for research to better inform one's decision making.</li> <li>• Arguments must be supported by reliable resources in order to be able to be defended in writing and verbally.</li> <li>• Plagiarism is a serious offense and can be avoided by utilizing a sound research process coupled with following MLA guidelines.</li> <li>• Research must be accompanied by a properly formatted Works Cited and/or Consulted page.</li> </ul>
<p><b>Areas of Focus: Proficiencies</b></p> <p><b>(New Jersey Student Learning Standards)</b></p>	<p><b>Lessons</b></p>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.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.</li> <li>• <b>NJSLSA.W.8.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• <b>NJSLSA.W.8.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• <b>NJSLSA.W.8.9.A.</b> Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>• <b>NJSLSA.W.8.9.B.</b> 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”).</li> </ul>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Plagiarism &amp; Big 6 Approach to Research</li> </ul> <p><b>Lessons 2-3:</b></p> <ul style="list-style-type: none"> <li>• Topic Selection</li> <li>• Reading Sources &amp; Identifying Key Words</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• Notetaking &amp; Source Types</li> <li>• How to Write an Argumentative Thesis Statement/Introduction</li> </ul> <p><b>Lesson 5:</b></p> <ul style="list-style-type: none"> <li>• Filter Bubble</li> <li>• How to Write an Argumentative Body Paragraph</li> </ul> <p><b>Lesson 6:</b></p> <ul style="list-style-type: none"> <li>• Works Consulted/Cited</li> <li>• How to Write a Counterclaim</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• In teaching grammar, direct instruction will be given as whole class and</li> </ul>

<ul style="list-style-type: none"> <li>● <b>NJSLSA.SL.8.2.</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</li> <li>● <b>NJSLSA.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.</li> </ul> <p><b>Career-Ready Practices</b></p> <ul style="list-style-type: none"> <li>● <b>CRP1:</b> Act as a responsible and contributing citizen and employee.</li> <li>● <b>CRP2:</b> Apply appropriate academic and technical skills.</li> <li>● <b>CRP3:</b> Attend to personal health and financial well-being.</li> <li>● <b>CRP4:</b> Communicate clearly and effectively and with reason.</li> <li>● <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</li> <li>● <b>CRP6:</b> Demonstrate creativity and innovation.</li> <li>● <b>CRP7:</b> Employ valid and reliable research strategies.</li> <li>● <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● <b>CRP9:</b> Model integrity, ethical leadership and effective management.</li> <li>● <b>CRP10:</b> Plan education and career paths aligned to personal goals.</li> <li>● <b>CRP11:</b> Use technology to enhance productivity.</li> <li>● <b>CRP12:</b> Work productively in teams while using cultural global competence.</li> </ul>	<p>mini lessons as appropriate. Students will practice the skill through group and individual practice, both at home and in class, along with homework and summative assessments. Please see the appendix for a scope and sequence of these skills. Suggested focus areas for this unit include but may not be limited to:</p> <ul style="list-style-type: none"> <li>○ MLA Format</li> <li>○ Works Cited and/or Consulted</li> <li>○ Internal Citations</li> </ul>
Differentiation	Assessments
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Social injustice issues reflecting all subject areas including but not limited to: <ul style="list-style-type: none"> <li>○ Women's Rights</li> <li>○ Police Brutality</li> <li>○ Child Labor</li> <li>○ Animal Rights</li> <li>○ Euthanasia and Assisted Suicide</li> <li>○ Civil Rights</li> </ul> </li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Compose quick writes to check understanding.</li> <li>● Submit social injustice research topic for approval.</li> <li>● Write and submit argumentative thesis statement for feedback.</li> <li>● Submit notes regularly for review and feedback.</li> <li>● Take notes from at least three (3) different types of sources.</li> <li>● Outline paragraphs of research paper with specific emphasis on sourcing the best evidence as support.</li> <li>● Write components of a research paper and receive feedback throughout</li> </ul>

- Immigration
- Violence in Schools
- Terrorism
- Famine
- Climate Change
- Homelessness
- Prayer in School
- Genetic Engineering
- Capital Punishment
- Stem Cells
- Cloning
- Drug Testing
- Racial Profiling
- Ebola
- ISIS
- Opioid Epidemic
- Vaccines
- Bank Bailouts
- Gun Control

#### **Technology Integration**

- Google Classroom
- GSuite
- YouTube
- Sutori
- Apps for Review (e.g. Kahoot, Quizlet)
- *New York Times* website
- Libguides
- Noodletools
- Library Catalog & Resources

#### **Media Literacy Integration**

- Students will assess the reliability of resources on topic.

#### **Global Perspectives**

- Students will research topics related to social injustice at home and abroad both in the present day and historically.

the process.

- Prepare a works cited and/or consulted through Noodletools.

#### **Summative Assessments, Projects, and Celebrations:**

- Research Paper (e.g. introduction, body paragraphs, counterclaim, conclusion)
- Works Cited and/or Consulted

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

  

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for	Differentiated materials

	understanding, feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

**Recommended Texts to Support Unit:**

- *English Grammar and Composition* by John E. Warriner
- *MLA Handbook* 9th Edition