

River Dell Regional School District

Language Arts Grade Eight Curriculum 2019



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I. Course Synopsis

English 8 presents students with the opportunities and tools to step into alternate perspectives through literature. They will interact with different kinds of text, including fiction and non-fiction, short and long stories, poetry, primary and secondary sources, myths and memoirs. Across all text, video and audio they encounter, students will be seeking and discovering how the characters and the stories say something not only about the environment in which the story takes place, but also about the authenticity of the author's words. As they read they will also identify and justify the craft an author uses to highlight and exaggerate moments or details that will lead the reader toward the point of the work. Students will engage in literary comparison, write an argumentative essay, and a narrative alternate ending, develop journalistic reporting talents, and create a factual timeline all while gaining sophistication in linguistic structure as they write.

II. Rationale

Literature is a lens that authors can use to focus a reader's attention on a type of relationship, or an aspect of human nature, and can bring clarity on an issue by exaggerating it in a cautionary tale, or by zooming in to examine an impossibly large concept from a single individual's point of view. Students will become more comfortable with recognizing and sharing the universal truths embedded in the many different types of literature available to them.

A. Reading Scaffolding

Based on research on reading from the past forty years, the River Dell Regional Schools English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better, when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

B. Writing Scaffolding

Writing instruction in the River Dell Regional Schools English Department includes a balance of student journaling, open-ended responses, and formative and summative writing assessments. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

Resources:

The *Purdue Online Writing Lab (OWL)* web site (<http://owl.english.purdue.edu/>) provides explicit writing instruction to foster the writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Some important teaching points that are detailed on the OWL web site include: an introduction to prewriting, tips for writing a thesis statement, paragraphing in academic writing, and an updated MLA formatting and style guide.

Study Island: www.studyisland.com A standards based program to support literacy in reading, writing and grammar aligned to the NJSLS.

Achieve3000: www.achieve3000.com. Non-fiction reading and vocabulary development program that is lexile leveled so students read and progress at their own reading level.

Each writing assignment is supported with a clear writing expectation as represented in the sample writing rubric:

https://prc.parcconline.org/system/files/Grade6-11-ELA-LiteracyScoringRubric-July2015_0.pdf and Turnitin Rubrics <http://turnitin.com/>

Grade 8 Focus

1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
Realistic Fiction and Suspense Fiction Reading: Introduction to literary elements and how they shape a story. Writing: Alternative ending to a story. Grammar, Vocabulary, Poetry and suggested fictional and nonfictional readings supplements as required for mini-lessons. Constructed responses are also required.	A Two Book Progression: Non-Fiction and Fiction Reading: How authors portray information about the same event in a non-fiction book and a fictional accounting. Writing: TimeLine on Event Argument Essay Grammar, Vocabulary, Poetry and suggested fictional and nonfictional readings supplements as required for mini lessons. Constructed responses are also required. Mythology: A Heroes Journey Reading: Various Short Story Myths. Research specific God/Goddess. Writing: Writing tasks to identify the three themes in myths. Develop character notes and dialogue for Speed Dating. Grammar, Vocabulary, Poetry and suggested fictional and nonfictional readings supplements as required for mini-lessons. Constructed responses are also required.	Historical Fiction Book Clubs Reading: Student Choice Introduction to setting driving a story. What is fact and what is fiction? Writing: Book Talks Newspaper Project Research Simulation Task Grammar, Vocabulary, Poetry and suggested fictional and nonfictional readings supplements as required for mini-lessons. Constructed responses are also required.	Memoir Reading: How symbolism shapes a story. How do we define standing up for what is right? Writing: Crafting a personal moment into a story. PBL Project – The Poster Project, Scavenger Hunt and final developed answers and digital portrayal about a specific event of the Holocaust or World War II. Grammar, Vocabulary, Poetry and suggested fictional and nonfictional readings supplements as required for mini-lessons. Constructed responses are also required.

C. Learning Objectives:

Teachers use The New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 8; teachers will look to the more general anchor standards for guidance. The comprehensive standards are available at <http://www.state.nj.us/education/cccs/2016/ela/>. The NJDOE model curriculum provides “ELL Scaffolded Student LEARNING OBJECTIVES” at <https://www.state.nj.us/education/modelcurriculum/ela/ELLOverview.pdf>

D. MODIFICATIONS for IEP, 504, ELL, G&T, and At-Risk Students

Reading resources will be provided to accommodate different reading levels.

Students will be given options on types of products that will show mastery of a specific skill.

Learning modules will contain learning resources, including but not limited to OneNote, videos, primary sources, PowerPoint, and Movie Maker.

III. Scope & Sequence

There are six thematic based units including Realistic Fiction, Suspense Fiction, Reading Non-Fiction and Fiction about the same event, Historical Fiction, Mythology and Memoir.

Vocabulary, Literary Terms, Grammar, Poetry, Constructed Response and specific long and short writing activities are embedded in each unit.

Unit 1: Making Big Decisions – Realistic Fiction Unit (6 Weeks)

Theme: Making Difficult Choices, Coming of Age.

Anchor Texts:

- *That was Then, This is Now, S.E. Hinton*
- *Seven Keys of Balababat, Paul Haven*

Writing Focus: Narrative Storytelling, Eulogy

Grammar: Parts of Speech, Sentences and varied Word Choice

Unit 2: Scared Stiff – Suspense Fiction (6 Weeks)

Theme: Author’s use special crafts to make us feel suspenseful as we read.

Anchor texts:

- *The Tell-Tale Heart, Edgar Allan Poe*
- *Lamb to the Slaughter, Raold Dahl*
- *Monkey’s Paw, W.W. Jacobs*
- *The Third Wish, Joan Aiken*

Writing Focus: Director's Choices in Film as compared to the Narrative Story
Grammar: Parts of Speech, Sentences and varied Word Choice continued

Unit 3: Fact or Fiction? - A Two Book Progression - The Triangle Shirtwaist Factory Fire (6 Weeks)

Theme: Authors shape the knowledge you read about an event through non-fiction using text structures and fictional narratives with literary elements and authentic setting.

Anchor Texts:

- *Flesh and Blood So Cheap, Albert Marrin*
 - *Ashes of Roses, Mary Jane Auch*

Writing Focus: Event TimeLine, Argument Essay

Grammar: Verb Functions, Verb agreement, Sentence Structures

Unit 4: A Hero's Journey – Mythology (6 weeks)

Theme: Mythology and its relevance today in literature, music, science and society

Anchor Texts:

- Prometheus, retold by Bernard Evslin
- Orpheus and Eurydice, retold by Olivia Coolidge
- Song of Orpheus, William Shakespeare
- Icarus and Daedalus, retold by Josephine Preston Peabody
- Phaeton, Son of Apollo, retold by Olivia Coolidge

Writing Focus:

Students will develop short constructed responses, and a self-directed short research simulation on the God/Goddess of their choice

Unit 5: Being There! Historical Fiction – Book Clubs (6 Weeks)

Theme: Authentic Setting, Creating a world, a place and a time.

Anchor Texts:

- Code Name Verity
- The Code Talkers
- Mississippi Trial 1955
- When I Crossed No-Bob
- Private Peaceful
- Fire from the Rock
- Copper Sun
- Bound
- Daniel Half Human
- Incantation
- A Break with Charity
- Nine Days a Queen
- Day of Tears

Writing Focus: Newspaper Project – Journalism -Writing Non-Fiction, Book Talks, Book Review

Grammar: Verb Tenses and Verbals

Unit 6: The Spirit of Being Human – Memoir Unit (4 Weeks)

Theme: Standing up for what is right.

Anchor Texts:

- *Night*, Elie Wiesel
- *The Diary of Anne Frank*, Frances Goodrich and Albert Hackett
- *The Diary of a Young Girl*, Anne Frank

Writing Focus: Six Word Memoir SlideShow, Memoir short, Poster Problem Based Learning Project

Grammar: Commas, Apostrophes, Ellipses and general punctuation

Continuous Skill sets (These sets are taught throughout the school year):

Vocabulary

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing
4. Sadlier – Level C Vocabulary

Literary Terms

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Grammar

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication.

LANGUAGE ARTS GRADE EIGHT CURRICULUM

UNIT ONE: MAKING BIG DECISIONS - REALISTIC FICTION (6 WEEKS)

STATE STANDARDS

NJSLS RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

NJSLS RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

NJSLS RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

NJSLS RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

NJSLS RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

NJSLS RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

NJSLS RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

NJSLS RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

NJSLS RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

- 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.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

- 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.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

NJSLS 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.

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

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

NJSLS 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.

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

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

NJSLS L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 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).

NJSLS L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- C. Consult 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.
- 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).

NJSLS L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

NJSLS 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

NJSLS 6.3.8.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). • **9.4.8.CI.4:** Explore

8.2.8.ITH.2: Compare how technologies have influenced society over time.

BIG IDEAS/COMMON THREADS

Loyalty is an important concept; loyalty to friends, loyalty to family, and loyalty to one's own values. However, loyalty is conditioned by time and place, and as an individual matures, their loyalties must necessarily shift. These shifts are part of an increasing sense of responsibility and are an important part of maturing.

ENDURING UNDERSTANDINGS

The limits of group loyalty are tied to the complexity of the real social world. Friendships and even family relationships change over time and while caring about people can be painful; it is the only way to live fully. Despite the fact that the consequences of these personal choices and moral judgments are often difficult to live with, just as the character's decisions affect their relationships, students' self-reflection about their own personal connections can help them understand their social world.

ANCHOR ASSESSMENTS

- That Was Then, This is Now - End of Book Test
- Alternate Ending: The 7 Keys of Balabad

ESSENTIAL QUESTIONS

- What role does each element of a story (plot, conflict, setting, character, theme) play in the composition of a story? How do readers gather information about characters?
- How do the “elements of story” shape writing a story? Which writing crafts and techniques will enhance my writing?
- How does the behavior and relationships that teenagers had with adults in the past compare to the present?
- To what degree are values and actions related?
- How are changes in values the result of maturity and a growing awareness of reality?
- How does violence and rejection affect an individual’s sense of morality?
- How does guilt and loss shape an individual’s emotional connectedness or detachment?

LEARNING OBJECTIVES

Students will be able to...

- Explain the role each element of a story (plot, conflict, setting, character, theme) play in the composition of a story, explain how readers gather information about characters, explain how the “elements of story” shape writing a story, and explain which writing crafts and techniques will enhance the writing.
- Identify how the behavior and relationships that teenagers had with adults in the past compare to the present
- Explain the degree to which values and actions are related
- Understand how changes in values result from maturity and a growing awareness of reality
- Explain how violence and rejection affect an individual’s sense of morality
- Understand how guilt and loss shape an individual’s emotional connectedness or detachment

SUGGESTED LEARNING ACTIVITIES

- Characterization: speech-thoughts & feelings-effect-actions-look
- Characterization: dynamic vs. static characters – direct and indirect characterization
- Craft Studies Chart
- Author Background for S.E. Hinton
- Music Themes
- Eulogy with MLA Format In-Text Citations
- Alternate Ending: Story Structures, Sensory Details, Punctuating Dialogue
- Finishing the Ending: The 7 Keys of Balabab

RESOURCES

ANCHOR TEXTS

- “That Was Then, This is Now By S.E. Hinton
- 7 Keys of Balabab by Paul Haven

SUPPLEMENTAL RESOURCES

- Death by Emily Bronte

- All But Death Can Be Adjusted by Emily Dickinson
- Brother of All, With Generous Hand by Walt Whitman
- The 60s Are Back
- Fifty Years Later
- Vietnam: Fighting Overseas and at Home
- The Landlady by Roald Dahl

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

LANGUAGE ARTS GRADE EIGHT CURRICULUM **UNIT TWO: SCARED STIFF – SUSPENSE FICTION (6 WEEKS)**

STATE STANDARDS

NJSLS RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

NJSLS RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

NJSLS RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

NJSLS RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

NJSLS RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

NJSLS RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

NJSLS RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

NJSLS RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

NJSLS RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

NJSLS 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.

NJSLS W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. 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).
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 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.

NJSLS W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLS W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLS W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS 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.

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

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

NJSLS 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.

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

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

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

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

NJSLS 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.

NJSLS L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

NJSLS L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- B. Use an ellipsis to indicate an omission.
- C. Spell correctly.

NJSLS L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 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).

NJSLS L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- C. Consult 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.
- 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).

NJSLS L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

NJSLS 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.

NJSLS 6.3.8.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). • **9.4.8.CI.4:** Explore

8.2.8.ITH.2: Compare how technologies have influenced society over time.

BIG IDEAS/COMMON THREADS

It is often the case that seemingly different emotions and mental states are opposite sides of the same coin; love/hate, sanity/insanity, and guilt/innocence. Authors use this dichotomy to create suspense and learning to identify suspense in a novel can transpose to how we feel fear in our own lives. We can also use the knowledge of fallacious reasoning to identify when we are drawing suspect conclusions in our daily life and can correct the false conclusion and see the truths, mitigating fear.

ENDURING UNDERSTANDING

Stories of suspense often disrupt our versions of reality, even as we identify with them in ways we might not want to admit, suggesting that often contradictory emotions and perspectives are inseparable and that they may simply be two forms of the human condition. Understanding how author's use tone and mood to drive the progression of plot and conflict and creating suspense and a feeling of uneasiness in the reader, is central to understanding how such stories connect to our own feelings.

ANCHOR ASSESSMENTS

Compare and Contrast Essays - The Third Wish and the Monkey's Paw and The Tell - Tale Heart Story/Film Assessment - Director's Choice

ASSESSMENT

“Sell Your Book: Independent Choice Reading and Showcase Gallery Walk”

During the suspense unit, students select an independent reading novel of their choice that demonstrates suspense. 8th grade English teachers work with the Media Specialist to “book talk” titles to help students select novels that were appropriate for their current reading level and interests. Upon the completion of their novel, they create a culminating project: Sell Your Book! The goal is to persuade their classmates to read their novel. In the medium of their choice, students demonstrate an understanding of the story (setting, characters, conflict, early plot points) and provide a thoughtful review of the novel while at the same time enticing other students in creative and engaging ways to read their novel.

Students “pitch” their project idea to their teacher explaining how it fulfills the project requirements and how it would convince their classmates to read their book. Then, they create a work schedule for the week, practicing setting SMART goals for each day.

While working during class, teachers conference with students.

Types of projects include book trailers, movie posters, websites, scrapbooks, book “merch”, trifolds, social media advertising campaign, video games, and original songs. Please see attached documents for examples and rubric.

On the project due date, the teachers host a grade-level gallery walk in the library so that students could view each other's work. Students vote on which book/project was most enticing and create reading lists for themselves.

Special Education Modifications for Assessments:

Sell Your Book- Students were given a modified project platform list. Instead of 14 choices, the special education teacher gave students only 4-5 options out of the list that highlighted each individual students' strengths. This assignment was given further planning/break-down by setting mini-goals to ensure task completion by email notifications and planning page. In addition, modified due dates and project extensions were given out to students who needed additional time.

Assessments- For this unit, modification and accommodations that were made to ensure students' grasp of objectives as well as understanding of content vary based on the students' needs. The following modification/accommodations were the following: extra time to complete the assessment, rewording questions for clarification, changing word choices for clearer meaning by selecting more appropriate synonyms (EX. Dreary – Dull), eliminating a choice for a multiple-choice question, bolding key terms/context clues, and indicating how many choices to select in multiple answer questions.

ESSENTIAL QUESTIONS

- How does an author's life experience affect their writing?
- How do writers establish and build suspense?
- How does a writer's unique perspective influence their narration?
- What is the relationship between guilt, insanity and reliability?
- How is it possible that seemingly opposite emotions or mental states could be related?
- How does intense desire lead to unfulfilled expectations or unintended consequences?
- What conflicts arise from contradictions in the human condition?

LEARNING OBJECTIVES

Students will be able to...

- Identify fallacious strategies an author may use.
- Determine the believability of the narrator.
- Explain how an author's life experience affect their writing
- Identify how writers establish and build suspense
- Understand how a writer's unique perspective influence their narration
- Examine the relationship between guilt, insanity and reliability
- Understand how it is possible that seemingly opposite emotions or mental states could be related
- Explain how intense desire leads to unfulfilled expectations or unintended consequences
- Identify how conflicts arise from contradictions in the human condition

Examples of Modified Learning Objectives Being Assessed

This program requires students to accomplish the learning objectives of the English curriculum and state standards. Modifications/accommodations that are made within the classroom setting through differentiation are accomplished through activities as well as assessments to ensure that all students meet the learning objectives. For further differentiation strategies, see the ICS teacher's explanation of additional modifications made to assignments/assessments.

SUGGESTED LEARNING ACTIVITIES

- Mini-Lessons - Literary Elements of suspense - Time, Noise, Repetition, Imagery, Figurative Language
- Scavenger Hunt
- Identify Suspense in Literature and Compare to Film - Director's Choice
- Mini-Lesson - Poe's Life and Times – How does an author's life shape their writing?
- Study Guide Questions
Examining the Narrator - Mad or Not Mad, Identifying Fallacies
- How to write suspense - Object Story

DIFFERENTIATED LEARNING ACTIVITIES

Irony Paragraph Response: During this writing opportunity, students write a well-constructed one paragraph response following the prompt.

Prompt: Explain how writers use irony to create suspense. Be sure to identify which type of irony is used. You must refer to two different stories.

Differentiation: Students were provided a OneNote page including the prompt and a graphic organizer to reflect on their past one paragraph response. This is embedded in a t-chart with their past score on the racial tension paragraph. This includes their score, what rubric category they did well on, what they struggled with, and what they can improve their writing by doing.

Also, on the OneNote page are a checklist and scaffolding for writing that include each component necessary in their paragraph, a sample of that component, and space for writing that component for this essay. Lastly, a specific rubric is provided, including the following categories: analysis, evidence from the text, organization, grammar & mechanics.

Poe and the Tell-Tale Heart: Students prepare for reading *The Tell-Tale Heart* by watching a mini biography and completing guided notes via a web-based scavenger hunt for author background. Then, students read the short suspense story with an audio and images coinciding with the text. Students complete a vocabulary graphic organizer with comprehension questions. This is followed by a graphic organizer where students identify and give examples of literary devices in a learning station rotation activity. Flexible groupings are evident during these multi-sensory activities. Later, students compare the story of the Tell-Tale Heart by Edgar Allan Poe to Hitchcock's film.

There is a well-laid out graphic organizer facilitating this comparison by analyzing the following in both: character portrayal, plot events for rising actions, climax, and resolution, irony, additional or missing information, setting, and suspense elements. Lastly, students took a quiz on this suspenseful short story. The general education quiz has all multiple-choice questions with at least four answer options for each. The special education quiz includes bold words, eliminated answer options, fewer than four answer options.

Lamb to the Slaughter: During this reading experience, students read along to an audio of the text and then watch the short film. Students have multiple opportunities to use graphic organizers and guided notes within responding to comprehension questions, chronological ordering events with a drag and drop structure, and a compare /contrast of the text to the film. A quiz completes reviewed important skills and knowledge gained from this story. The mainstream assessment:
The modified assessment:

Be Careful What You Wish for Essay: During this writing assignment, students are charged with the task of writing a four-paragraph essay.

Prompt: In the stories “The Monkey’s Paw” and “The Third Wish” the authors portray a similar purpose. Write an essay in which you compare and contrast the two stories using specific examples and evidence from both texts.

As a class we mark up the prompt to highlight key words we would use in our thesis statement. There is a step-by-step guide on how to complete the essay. These steps include using the brainstorming graphic organizer, filling out the outline graphic organizer, writing the essay and then consulting the checklist and then finally the rubric.

Special Education Modifications for Learning Activities:

Irony Paragraph Response- Students with IEPs were given three different types of claim writing templates to pick from to enhance and organize their writing. Students were given further instruction to go back into the three short stories to highlight the different forms of irony within the text before selecting their paragraphs Irony focus (dramatic, situational, or verbal). Students were also given a teacher sample of a similar written response to showcase what their final product should look like.

Poe and the Tell-Tale Heart //Lamb to the Slaughter- an additional modification was given within the assignment for students who were struggling to identify the element of literature with the text. Students along with instruction with teacher guidance read the story allowed and highlighted to plot points as they occurred in the story. Each plot point/literature element was assigned a specific color to allow for a clear recognition between the elements. This allows for the students to analysis and annotate the text to identify key moments and enhance their overall understanding of the story. Some students were given specific page/paragraph numbers to assist them in their answering comprehension questions as well as their vocabulary. While some students, were given a modified amount of numbers/vocabulary terms in which they had to answer.

Be Careful What You Wish for Essay- Depending on students' needs they were given a sentence frame that assisted with their overall essay organization and brainstorming. Students were given additional brainstorming frames to assist them with idea development and written expressive language. Some students were given the strategy to use the dictation tool while brainstorming and writing their essay.

RESOURCES

ANCHOR TEXTS

- *Lamb to the Slaughter*, Raold Dahl
- *The Tell-Tale Heart*, Edgar Allen Poe
- *Monkey's Paw*, W.W. Jacobs
- *The Third Wish*, Joan Aiken

SUPPLEMENTAL RESOURCES

- Simpson's Parody - (The Raven/ Monkey's Paw)
- The Third Wish
- The Three Wishes
- A&E Documentary (author study on Poe).
- Original Tell-Tale Heart film (black and white)
- SpongeBob Square Pants Episode- "Squeaky Boots"
- The Veldt
- "Annabelle Lee"
- "The Raven"

RESOURCES

- Audio books and stories: *The Tell-Tale Heart Film*, *Lamb to the Slaughter*
- Films: *The Tell-Tale Heart*, *Lamb to the Slaughter*, *Monkey's Paw*, *The Third Wish*

These were utilized for compare and contract charts of the text to the film, to strengthen comprehension, or to provide material for a compare and contrast essay.

- Peer Conference Sheets are utilized to spring board student feedback from one student to another.
- Step-by-step instructions for essays including marking-up the prompt, brainstorm graphic organizers, checklist and scaffold charts, and rubrics.
- Student Independent Reading Choice: Students had the opportunity to select any independent reading book within the suspenseful fiction genre.
- Culturally diverse text: *Night* by Ellie Wiesel
- Digital tools: OneNote

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

LANGUAGE ARTS GRADE EIGHT CURRICULUM
UNIT THREE: FACT OR FICTION? A TWO-BOOK PROGRESSION -
THE TRIANGLE SHIRTWAIST FACTORY FIRE (6 WEEKS)

STATE STANDARDS

NJSLS RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

NJSLS RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

NJSLS RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

NJSLS RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

NJSLS RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

NJSLS RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

NJSLS RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

NJSLS RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

NJSLS RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

NJSLS 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.

NJSLS RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

NJSLS RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

NJSLS W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal style.
- E. Provide a concluding statement or section that follows from and supports the argument presented.
- G. Establish and maintain a formal style/academic style, approach, and form.
- H. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLS W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLS W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLS W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

NJSLS W.8.7. 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.

NJSLS W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLS W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 8 *Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- B. 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”).

NJSLS W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS 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.

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

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

NJSLS 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.

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

NJSLS L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

NJSLS L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- B. Use an ellipsis to indicate an omission
- C. Spell correctly.

NJSLS L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 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).

NJSLS L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- C. Consult 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.
- 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).

NJSLS L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

NJSLS 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.

NJSLS 6.3.8.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). • **9.4.8.CI.4:** Explore

8.2.8.ITH.2: Compare how technologies have influenced society over time.

BIG IDEAS/COMMON THREADS

American literature is full of powerful stories of unimaginable but avoidable disaster, unquenchable pride and activism, and of fearless individuals who changed history. These stories are a mirror into the American soul that reflects the reality of the people, places and events that shape it.

ENDURING UNDERSTANDING

In a new environment, people change their ideals, values and personalities in order to adapt, survive, fit in with a group of people or to thrive. Reading about different perspectives helps one gain knowledge that supports self-understanding and understanding of your world.

ANCHOR ASSESSMENTS

- Timeline
- Argumentative Essay

ESSENTIAL QUESTIONS

- How does reading non-fiction text differ from reading “fictional story” text?

- What criteria do readers use to determine an author's position and evaluate the support?
- How can reading nonfiction help us to explore and understand our world?
- What is the difference between what you have read and what you know?
- What does the writer want me to understand, think or believe?
- How do individuals change and adapt in order to survive a new environment?
- How does tragedy for a few lead to activism for many?

LEARNING OBJECTIVES

Students will be able to...

- Read a non-fiction and fictional account of the same event in history and compare the two genres and specifically the relaying of facts and information about the event.
- Determine what is fact and what is fiction in the fictional portrayal of an event.
- Understand how reading nonfiction help us to explore and understand our world?
- Compare and contrast what you have read and what you know
- Identify what the writer wants me to understand, think or believe
- Understand how individuals change and adapt in order to survive in a new environment
- Explain how tragedy for a few leads to activism for many

SUGGESTED LEARNING ACTIVITIES

- Attack skills for reading Non-Fiction
- Hooks and Leads
- Thesis Statements - List Three
- Body Paragraphs
- Conclusions
- Transitions
- MLA In-Text Citations
- Conclusions
- Prologues
- Text Structures
- Annotated Bibliography

RESOURCES

ANCHOR TEXTS

- *Flesh and Blood So Cheap, Albert Marrin*
- *Ashes of Roses, Mary Jane Auch*

SUPPLEMENTAL RESOURCES

- *Threads and Flames, Esther Friesner*
- Cornell University Digital Resource
- History channel shorts on Labor movements in history
- US Dept. of Labor site on Fire
- Remember the Fire Digital Museum

- Text to Text - NYT article on Bangladesh fire and Shirtwaist Fire

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

LANGUAGE ARTS GRADE EIGHT CURRICULUM **UNIT FOUR: A HERO'S JOURNEY – MYTHOLOGY (6 WEEKS)**

STATE STANDARDS

NJSLS RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

NJSLS RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

NJSLS RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

NJSLS RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

NJSLS RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

NJSLS RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

NJSLS W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A 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).
- B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 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.

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

- 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.

- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

NJSLS W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLS W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLS W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

NJSLS W.8.7. 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.

NJSLS W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLS W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- B. 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”).

NJSLS W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS 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.

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

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

NJSLS 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.

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

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

NJSLS L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

NJSLS L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- B. Use an ellipsis to indicate an omission.
- C. Spell correctly.

NJSLS L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 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).

NJSLS L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- C. Consult 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.

- 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).

NJSLS L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

NJSLS 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.

NJSLS 6.3.8.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). • **9.4.8.CI.4:** Explore

8.2.8.ITH.2: Compare how technologies have influenced society over time.

BIG IDEAS/COMMON THREADS

The legends and myths of a particular society help one understand and relate to that society's culture and history. Myths evolve and are shared across societies so that the stories both illustrate and help to shape that culture.

ENDURING UNDERSTANDING

Myths offer a window into human experience; myths from around the world share characters, themes, and the heroes' pattern of experience. The heroic ideal has a universal appeal because a mythic hero's journey is one of self-acquisition. Greek myths still play a role in our culture today as many of the stories form the basis for our own ideas about heroes, heroism and tragedy.

ANCHOR ASSESSMENTS

- Speed Dating (Learning activity that engages students in discussion, sharing ideas and perspectives, about a topic as pairs of students move in counter circles to share ideas with one another in quick succession)
- Short Constructed Responses

ESSENTIAL QUESTIONS

- What meanings do the Greek myths have for us today?
- What is the value and characteristics of myths?
- What are the contemporary examples of the use of mythology?
- What is the relevance of myths in the world in which we live?
- What is one's place in the universe?
- Does fate determine a human's future?
- What is the nature and condition of a hero?

- 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?

LEARNING OBJECTIVES

Students will be able to...

- Understand the cultural value and characteristics of myths
- Cite examples of contemporary use of terms from Greek mythology.
- Understand the meanings that the Greek myths have for us today
- Identify the nature and condition of a hero
- Understand how the traits of a legendary hero exemplify the values of the culture from which the legend originated
- Explain the ways in which myths illustrate the belief systems and customs of the cultures that create them
- Understand one's place in the universe
- Explain whether or not fate determines a human's future
- Identify the contemporary examples of the use of mythology
- Understand the relevance of myths in the world in which we live

SUGGESTED LEARNING ACTIVITIES

- Constructed knowledge worksheet – independent work
- Short Research of God/Goddess
- Prepare God/Goddess presentation to class
- Students will write in-character dialogue for presentation

RESOURCES

ANCHOR TEXT

- Prometheus, retold by Bernard Evslin
- Orpheus and Eurydice, retold by Olivia Coolidge
- Song of Orpheus, William Shakespeare
- Icarus and Daedalus, retold by Josephine Preston Peabody
- Phaeton, Son of Apollo, retold by Olivia Coolidge

SUPPLEMENTAL RESOURCES

- Mensa Website
- Mythology teacher

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

LANGUAGE ARTS GRADE EIGHT CURRICULUM

UNIT FIVE: BEING THERE! HISTORICAL FICTION BOOK CLUBS (6 WEEKS)

STATE STANDARDS

NJSLS RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

NJSLS RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

NJSLS RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

NJSLS RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

NJSLS RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

NJSLS RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

NJSLS RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

NJSLS 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.

NJSLS W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A** 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).
- B** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- 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.

NJSLS W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLS W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLS W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

NJSLS W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- B. 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”).

NJSLS W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

NJSLS SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating

command of formal English when indicated or appropriate.

NJSLS L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

NJSLS L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- B. Use an ellipsis to indicate an omission.
- C. Spell correctly.

NJSLS L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- C. Consult 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.
- 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).

NJSLS 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.

NJSLS 6.3.8.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). • **9.4.8.CI.4:** Explore

8.2.8.ITH.2: Compare how technologies have influenced society over time.

BIG IDEAS/COMMON THREADS

Historical fiction helps us understand the past and relate to other people and their experiences through the text. Stories of the past can be compared to current stories and real life experiences.

ENDURING UNDERSTANDING

Seeing the world through the eyes of others, no matter how different from you they are, helps you to understand who they are. The characters in historical fiction come before the story, once you figure them out, they begin to feel as real as a friend does and the story unfolds on its own.

ANCHOR ASSESSMENTS

- Newspaper Project – Numerous short writing compilate to a final Newspaper Collaboration
- Research Simulation Task – Hour long writing assignment

ESSENTIAL QUESTIONS

- What makes characters in historical fiction believable?
- Why do characters do what they do and feel how they feel?
- What are the details that make a story seem realistic?
- Why can readers see their own life in some stories?
- What can a reader learn from reading historical fiction?
- Identify the strategies you could use to see the world through the eyes of others

LESSON OBJECTIVES

Students will be able to...

- Identify what makes characters in historical fiction believable
- Understand why characters do what they do and feel how they feel
- Identify the details that make a story seem realistic
- Understand how readers see their own life in some stories
- Explain what a reader learns from reading historical fiction
- Understand what strategies could be used to see the world through the eyes of others?

SUGGESTED LEARNING ACTIVITIES

- Literary Elements of Historical Fiction
- Allusions
- Authentic Setting
- Book Clubs: Reading Calendar, Reader Responses, Vocabulary List, Book Talks
- Post Cards from Beyond
- Book Review
- How to Write a News Article
- Political Cartoons and their 5 literary elements

RESOURCES

ANCHOR TEXTS

- Code Name Verity (1020L)
- The Code Talkers (910L)
- Mississippi Trial 1955 (870L)
- When I Crossed No-Bob (870L)
- Private Peaceful (860L)
- Fire from the Rock (830)
- Copper Sun (820L)
- Bound (800L)

- Daniel Half Human (740L)
- Incantation (730L)
- A Break with Charity (730L)
- Nine Days a Queen (670L)
- Day of Tears

SUPPLEMENTAL RESOURCES

- "The Sniper" and "The Irish Civil War" video
- "Charge of the Light Brigade" and "Why the Charge of the Light Brigade Still Matters"
- "Drumbeats and Bullets" and "The Drummer Boy of Shiloh" (textbook)
- "The Circuit" and "Cesar Chavez" (textbook)

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

LANGUAGE ARTS GRADE EIGHT CURRICULUM

UNIT SIX: THE SPIRIT OF BEING HUMAN – MEMOIR UNIT (4 Weeks)

STATE STANDARDS

NJSLS RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

NJSLS RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

NJSLS RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

NJSLS RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

NJSLS RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

NJSLS RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLS RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

NJSLS RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

NJSLS RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

NJSLS 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.

NJSLS RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

NJSLS 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.

NJSLS W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A 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).
- B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 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.

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

- 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.
- B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E Provide a conclusion that follows from and reflects on the narrated experiences or events.

NJSLS W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLS W.8.7. 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.

NJSLS W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLS W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A Apply grade 8 *Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- B 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”).

NJSLS W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS 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.

NJSLS 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.

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

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

NJSLS L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

NJSLS L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- B. Use an ellipsis to indicate an omission.
- C. Spell correctly.

NJSLS L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 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).

NJSLS L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- 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.

- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- C. Consult 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.
- 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).

NJSLS 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.

NJSLS 6.3.8.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). • **9.4.8.CI.4:** Explore

8.2.8.IH.2: Compare how technologies have influenced society over time.

BIG IDEAS/COMMON THREADS

School is a microcosm of society and society ought to be a place free from social injustice. The spirit of being human is the ability to embrace all that it means to be human, the good and the bad, the beauty and the ugliness, the forgiveness and the blame. Through memoirs, we can appreciate difference, foster a desire to understand others, and practice empathy.

ENDURING UNDERSTANDING

The main reason we read is to imagine a life for ourselves; to let other people's stories help us envision our own lives. We can experience the emotions, trials and triumphs of others through the author's memories. This can teach us how to survive our own trials, find joy in our own triumphs and live our own lives more fully.

ANCHOR ASSESSMENTS

- Holocaust Research Poster – Problem Based Learning Project/Scavenger Hunt and new knowledge with all three classes participating school wide.
- Short Memoir Story

ESSENTIAL QUESTIONS

- Why do authors choose certain moments/memories to write about?
- How does descriptive language and symbolism impact storytelling?
- Why is a person's memoir *worth* sharing to other people?
- How do memoirs help us to make meaning of our lives?
- How do writers use reflection to make sense of prior experiences?
- How does reality/truth vary depending on perspective?
- How can individuals and societies remember and commemorate difficult histories?
- What is the purpose of remembering? What are the consequences of forgetting?

- During the Holocaust, what strategies were used to create the distinctions between "us" and "them"? What were the consequences of these distinctions?
- What are the costs of injustice, hatred, and bigotry?
- What choices do people make in the face of injustice?

LEARNING OBJECTIVES

Students will be able to...

- Understand why authors choose certain moments/memories to write about
- Identify how descriptive language and symbolism impact storytelling
- Explain why a person's memoir is *worth* sharing to other people
- Explain how memoirs help us to make meaning of our lives
- Understand how writers use reflection to make sense of prior experiences
- Analyze how perspective shapes reality/truth
- Explain how individuals and societies remember and commemorate difficult histories
- Identify the purpose of remembering and the consequences of forgetting
- Identify the strategies used during the Holocaust to create the distinctions between "us" and "them" and the consequences of these distinctions
- Understand the costs of injustice, hatred, and bigotry
- Analyze the choices people make in the face of injustice

SUGGESTED LEARNING ACTIVITIES

- Historical Context- US Holocaust Memorial Museum activities, excerpts from *Voices from the Holocaust*, "Hitler's Rise to Power" article and questions
- How Did the Holocaust Happen?
- Elements of a Memoir
- *Night* Chapter Questions
- Found Poem
- The Milgram Experiment
- Memoir Independent Read- Vocabulary List, Reader Responses, Reading Conferences

RESOURCES

ANCHOR TEXTS

- *Night*, Elie Wiesel
- *The Diary of Anne Frank*, Frances Goodrich and Albert Hackett (textbook)
- *The Diary of a Young Girl*, Anne Frank (textbook)

SUPPLEMENTAL RESOURCES

- "Terrible Things"
- Oprah's Interview with Elie Wiesel
- Perils of Indifference
- Achieve3000 articles: "Saving the Children", "A Look Back at Elie Wiesel"

- "Hitler's Rise to Power"
- "Family Album" and "An Anti-Semitic Demonstration"
- The Sneeches
- Porcelain Unicorn Film Short
-

Inhumanity/Amistad/Holocaust-Civil Rights/LGBT Education

- The culminating unit in 8th Grade English includes reading a whole-class novel, *Night*, by Elie Wiesel. The specific class activities, the reading of Wiesel's memoir and the videos of survivor's stories from the United State Holocaust Memorial Museum (USHMM) and Echoes and Reflections website, are weaved throughout the unit to introduce students to what has happened in history specifically to the Jews in Europe during World War II, and to develop an understanding of what anti-Semitism is. By looking at the lives of others and what they have endured, students can additionally embrace what it means to be human and begin to foster an understanding and tolerance of all people. Ultimately, reading about the plight of others can help students endure trials in their own lives.
- The unit culminates in Holocaust Education Day, an in-school "field trip" for all eighth-grade students. River Dell Middle School partners with The Holocaust Museum and Center for Tolerance and Education in Suffern, NY. Throughout the day, students participate in a series of lessons: a traveling exhibit on Resilience during the Holocaust, understanding the Pyramid of Hate and how to stop it from escalating, and how propaganda can be used to spread hate. A Holocaust survivor speaks to the students to share his/her personal story and experience. The students reflect on what they learned throughout the unit and the day. Below is an example of one of the day's activities.
- **Pyramid of Hate Activity:** Students begin by answering a series of questions, *Have You Ever?* This allows students to examine their own attitudes about, and experiences with, stereotyping, scapegoating, prejudice and bigotry. As they build the hate Pyramid together in small groups, students wrestle with the titles of the five steps on the pyramid and in which order they belong. Then they nest the smaller examples/actions of hate under each title. Next students try to apply the non-criminal, civil, criminal and war crimes headings to each of the steps on the pyramid so they understand the legal ramifications of the acts of hate at each level. Lastly, we watch video testimony of five Jewish survivors and place them on the pyramid according to each of their stories.
- Through this activity, and the whole unit, we hope students can walk away with the tools to recognize the effects and consequences of intolerance and have some knowledge that everyone can take a step to interrupt the progression of hate at any level.

Special Education Modifications for the Holocaust:

- Students who are struggling with the Pyramid of Hate pyramid will be given the modification of the correct label placement within the pyramid itself so they can effectively place the rest of the actions/examples.

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms Provide images of key vocabulary terms and concepts Word banks Bilingual dictionaries Assistive translator technology Sentence frames Simplified notes Reduced homework Simplified word problems Graphic organizers Matched sentences or procedures with pictures Alternative presentation options 1-2 sentence short responses Shortened written assignments Modified tests Provide notes when student request Reduce project workload Short summaries 	<ul style="list-style-type: none"> Display reminders Checklist of materials and tasks (printed out or digitally accessible) Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) Assistive technology (dictation, immersive reader, etc...) Flash cards Teacher notes Graphic organizer Clear parameters and student workspace Timer to monitor task and duration Study guides Guided notes Choices for alternative assignments Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Visual cue or signs Rephrase of questions and directions Partner or group work on skill development Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Visual cue or signs Rephrase of questions and directions Partner or group work on skill development Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> Provide students with extra problem sets that challenge and involve higher level thinking Inquiry lead discussions and activities More complex tasks and projects Higher level questioning and techniques Student demoing and explanation Provide opportunities for students to set personal goals, keep records and monitor their own learning progress Multiple assessments given in different domains, that showcase student interests, strengths, and needs Use multiple approaches to accelerate learning within and outside of the school setting Use enrichment options to extend and deepen learning opportunities within and outside of the school setting Use individualized learning options such as mentorships, internships, online courses, and independent study