

COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
ENGLISH 8

1 FULL YEAR

GRADE LEVEL: 8TH

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English 8 Grade Distribution

- A. **Class Participation/Class Work** -15% of the grade
Class Participation/Class Work will be evaluated a minimum of twice per marking period according to the departmental rubric. The grade is based on the student's participation/work during class. Thus, consistent attendance is imperative.
- B. **Homework** -15% of the grade
Homework will be evaluated for completeness, neatness, and accuracy.
- C. **Quizzes** -15% of the grade
Quizzes (announced and unannounced) based on reading, class lessons, or homework assignments will be given frequently to test understanding of individual concepts. These may include alternative assessments that will count as quizzes.
- D. **Tests** -25% of the grade
Tests will be given periodically. These may include alternative assessments that will count as tests.
- E. **Writing** – 30% of the grade
Writing pieces of different lengths will be evaluated for completeness, organization, accuracy, and effectiveness.

8th Grade English Language Arts Class Participation/Class Work Rubric

	1(50) Inadequate	2(60) Limited	3(70) Partial	4(80) Adequate	5(90) Strong	6(100) Superior
Attendance	-Struggles with attendance policies and/or punctuality -Never makes up work in timely fashion	-Struggles with attendance policies and/or punctuality -Rarely makes up work in timely fashion	-Struggles with attendance policies and/or punctuality -Sometimes makes up work in timely fashion	-Generally punctual -Generally makes up work in timely fashion -Not disruptive when tardy	-Usually punctual -Usually makes up work in timely fashion -Not disruptive when tardy	-Always punctual -Always makes up work in a timely fashion
Preparedness	-Almost never has pencil, books, and/or notebooks -Almost never has assignments on time	-Rarely has pencil, books, and/or notebooks -Rarely has assignments on time	-Sometimes has pencil, books, and notebooks -Sometimes has assignments on time	-Generally has pencil, books, and notebooks -Generally has assignments on time	-Usually has pencil, books, and notebooks -Usually has assignments on time	-Always has pencil, books, & notebooks -Always has assignments on time
Oral Participation	-Almost never asks & answers questions without prompting -Almost never asks clarifying questions	-Rarely asks & answers questions without prompting -Rarely asks clarifying questions	-Sometimes asks & answers questions without prompting -Sometimes asks clarifying questions	-Generally asks & answers questions without prompting -Generally asks clarifying questions	-Usually asks & answers questions without prompting -Usually asks clarifying questions	-Always asks & answers questions without prompting (daily) -Always asks clarifying questions
Written Participation	-Almost never takes notes -Almost never makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Rarely takes notes -Rarely makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Sometimes takes notes -Sometimes makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Generally takes notes -Generally makes corrections on homework/ class work and applies teacher recommendations to writing	-Usually takes notes -Usually makes corrections on homework/ class work and applies teacher recommendations to writing	-Always takes notes -Always makes corrections on homework/ class work and applies teacher recommendations to writing
Cooperative Learning	-Almost never provides meaningful input -Almost never focused on the assignment -Almost never organizes group members and their respective tasks	-Rarely provides meaningful input -Rarely focused on the assignment -Rarely organizes groups members and their respective tasks	-Sometimes provides meaningful input -Sometimes focused on the assignment -Sometimes organizes group members and their respective tasks.	-Generally provides meaningful input -Generally focused on the assignment -Generally organizes group members and their respective tasks	-Usually provides meaningful input -Usually focused on the assignment -Usually manages/ organizes group members and their respective tasks	-Always provides meaningful input -Always focused on the assignment -Always manages/ organizes group members and their respective tasks.
General Behavior	-Almost never shows respect for peers and teacher -Almost never remains focused on assignments -Almost never abides by all class & school rules	-Rarely shows respect for peers and teacher -Rarely remains focused on assignments -Rarely abides by all class & school rules	-Sometimes shows respect for peers and teacher -Sometimes remains focused on assignments -Sometimes abides by all class & school rules	-Generally shows respect for peers and teacher -Generally remains focused on assignments -Generally abides by all class & school rules	-Usually shows respect for peers and teacher -Usually remains focused on assignments -Usually abides by all class & school rules	-Always shows respect for peers and teacher -Always remains focused on assignments -Always abides by all class & school rules

*Score of Zero Results from Limited or No Response to Class Participation/Class Work

+Categories factored more heavily into overall grade.

UNIT 1 Unit Length: 44 days		UNIT TITLE: Coming of Age		
Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Objectives: The major focus of this unit will be for students to conceptualize and understand the various aspects of prejudice in history, literature, and life. As students read <i>The Outsiders</i> and a variety of informational texts, they will identify and respond to conflicts and issues teenagers' face, which involve discrimination, labeling, prejudgments, ostracism, and stereotyping. Students will also be asked to make personal connections to the text in order to form and express opinions and viewpoints.</p> <p>Standards: NJSLS: ELA: 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</p>	<p>How does the author use society's preconceived stereotypes to develop conflict in the text?</p> <p>What different types of conflict are depicted?</p> <p>How does this relate to conflict in realistic fiction?</p>	<p>Activities:</p> <ol style="list-style-type: none"> A research project dealing with the era of the novel (1960's) Autobiographical/ "Memory Snapshots" with "The Street." Journal entries in response to topics generated from <i>The Outsiders</i>, "The Street," and "Raymond's Run." (Throughout unit) Discussion on slang/colloquialisms as used in <i>The Outsiders</i> (Tuff, rumble, etc...). Students will view the film version of <i>The Outsiders</i> and fill out a Venn Diagram comparing the film version to the novel. Venn diagram-Socs and Greasers-haves and have nots. Class discussion-which character has the skills for success. Reader's Theater for pivotal chapters and/or 	<p>Suggested Vocabulary:</p> <p>Hostile Poised Restriction Flayed Molest Incredulous Roguishly Aloof Ostracism/ostracize Prejudgment Manslaughter Conducive Bleak Babbled Gauntly Dispirit Stark Lam Reformatory Tuff vs. tough Wistfully Premonition Bias Acquit Indignant Dogged Still Insistent Retaliate Grim Malnourishment</p>	<p>Required Texts:</p> <p><i>Outsiders</i> by S. E. Hinton (25 days)</p> <p><i>Walk Two Moons</i> (Summer Assignment) by Sharon Creech (5 days)</p> <p>"Nothing Gold Can Stay" by Robert Frost (2 day)</p> <p>"Raymond's Run" by Toni Cade Bambara (5 days)</p> <p>"The Street," by Richard Wright (3 day)</p> <p><i>Woe is I, Jr.</i> by Patricia T. O'Conner (4 days)</p>

inferences drawn from the text.

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

RL.8.3. 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.

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

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to

scenes in *The Outsiders* and “Raymond’s Run.”

Technology/GAFE:

- a. Use technology (use research-based webquest) to identify real world conflict similar to that of *The Outsiders*. Create in Google Docs.
- b. Compose an essay using Google Classroom to outline and analyze the socio-economic factors that directly affected the greasers in society and how they are stereotyped by society.

Special Education/504:

- a. Template/Outline for essay provided on Google Classroom with sentence stems.
- b. Guided Reading Questions to determine an understanding of the literary elements (*The Outsiders*)
- c. Completed study guides provided for students to check against the study

Gallant
Nonchalantly
Stereotype
Socioeconomics
Defiant
Leary
Savvy
Contemptuous

Suggested Literary

Terms:

Colloquialism
Idioms
Elements of Plot
Setting
Conflict

- Person versus Person
- Person versus Self
- Person versus Technology
- Person versus Society

Climax
Resolution

which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

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.

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.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

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.

RI.8.5. Analyze the

guide completed in class.

- d. Access to the audio versions of The Outsiders and other featured works.
- e. Extra help provided (one-on-one)
- f. Modified assessments for The Outsiders and both short stories.

ELL (SEI) Strategies:

- a. Template/Outline for essay provided on Google Classroom with sentence stems.
- b. Pictures of the characters (from The Outsiders and “Raymond’s Run”) provided on Google Slides with character descriptions.
- c. Extra help (one-on-one instruction) to assist with understanding of The Outsiders.
- d. Chapter summaries provided with reading checks to assess students individual understanding.

At Risk of School Failure:

- a. Provide after school help to review 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.

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.

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.

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.

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

important elements of *The Outsiders*.

- b. Allow students to read after school, so teacher can check in to assure comprehension.
- c. Communicate with parents as soon as student begins to fall behind.

Gifted and Talented:

- a. Discussion
Activity/Topic-
compare/contrast
activity-causes of
Civil War to causes
of conflict between
the Socs and the
Greasers.
- b. Use Google
Classroom to
complete
assessments:
Students will create a
Google Slide of the
individual Greasers
to determine
characteristics and
whether or not they
fit the stereotypical
model of a “True
Greaser” and
therefore a juvenile
delinquent.

Holocaust Commission:

- a. Discussion and

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

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and

debate on social-class warfare between the entitled Socials against the economically disadvantaged greasers.

Assessments:

- a. Memory Snapshot (Autobiographical Incident)
(Alternative)
- b. Quizzes on both “Raymond’s Run” and “The Street”
(Formative)
- c. Analytical Essay comparing/contrasting characters’ motivation and relationships as evident throughout the text and within key scenes.
(Benchmark)
- d. Unit Test on The Outsiders
(Summative)

well-structured event sequences.

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.)

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

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

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

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.

SL.8.2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

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

SL.8.4. Present claims and findings, emphasizing relevant points in a focused, coherent manner with relevant evidence.

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

L.8.2. Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

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

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.

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

- 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).

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

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.

SS:

6.1.8.C.5.a Assess the human and material costs of the Civil War in the

North and South.

6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

Personal Finance (9.1):

9.1.8.A.4 Relate earning power to quality of life across cultures.

Career Awareness

Exploration (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Educational Technology

(8.1):

8.1.8.E.1 Effectively use a variety of search tools and filters in professional

public databases to find information to solve a real world problem

**Technology Education,
Engineering, Design,
and Computational
Thinking -
Programming (8.2):
8.2.8.D.1**

Design and create a product that addresses a real world problem using a design process under specific constraints.

UNIT 2 UNIT LENGTH: 45 days		UNIT TITLE: Challenges		
Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Objectives: Throughout the unit, students will be reading and writing about challenges and how characters deal with obstacles both societal and personal.</p> <p>Standards: NJSLS: ELA: 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. RL.8.2. Determine a theme or central idea of a text and analyze the development over the course of the text, including the relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of a dialogue or incidents in a story or drama propel the</p>	<p>What makes stories interesting?</p> <p>Why are challenges important, and why is it important to overcome them?</p> <p>What are the challenges in your life: past, present and future?</p> <p>What are the challenges in your own writing?</p> <p>Why is it important that we are literate and effective writers?</p> <p>How do writers sway the opinion of their audience?</p> <p>How can you use these devices in writing persuasive essays?</p>	<p>Activities:</p> <p>a. Comprehension questions to guide and check students’ understanding of The Greatest and Animal Farm.</p> <p>b. Discussion in cooperative groups regarding Sandra Cisneros’ writer’s voice on the topic of compositional risks and the impact on writing.</p> <p>c. Project-based research on the historical context of the Russian Revolution for Animal Farm and Segregation in the South for The Greatest.</p> <p>d. Students will view the 1999 Animal Farm movie and take notes using a T-chart to compare/contrast the film to the novella.</p> <p>e. Evaluate what made Ali more than a championship boxer (class discussion about Ali as a revolutionary political figure and role</p>	<p>Brash Indelible Shallow Pandemonium Segregation Integration Militant Draft Lucrative Futile Animosity Convictions Eloquent Plungers (Chanclas) Vindictive Stream of consciousness Dialogue Dispirit</p> <p>Suggested Literary Elements, Devices, and Techniques: Figurative Language Colloquialism Idioms Memoir Allegory</p> <p>Elements of Plot: Setting Conflict</p> <ul style="list-style-type: none"> ● Person versus Person ● Person versus Self ● Person versus Nature 	<p>Required Texts: The Greatest by Walter Dean Myers (15 days)</p> <p>“Chanclas” (Excerpts from The House on Mango Street) by Sandra Cisneros (8 days)</p> <p>“Sis! Boom! Bah! Humbug!” by Rick Reilly (5 days)</p> <p>Animal Farm by George Orwell (15 days)</p> <p>“I Have a Dream” (Informational/historical text or multimedia recording): Martin Luther King, Jr. (2 days)</p> <p>Suggested Works: “The Sea Devil” by Arthur Gordon</p> <p>Scope Magazine and Upfront: The New York Times – Selected articles</p>

action, reveal aspects of a character, or provoke a decision.

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.

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.

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.

- Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text

model).

- f. Analyze claims (logical and/or emotional) made by Napoleon-true or false (*Animal Farm*).
- g. Class discussion on how Jim Crow Laws (Segregation) affected African Americans in the South (*The Greatest*).

Technology (GAPE):

- a. Research, using pre-screened websites, in order to compare segregation tactics in other countries similar to Jim Crow Laws in the U.S. (*The Greatest*).
- b. Venn Diagram on Google Slide -*Animal Farm* technology (ex. windmill), now vs. then.

Special Education/504:

- c. Show Brainpop on symbolism to pre-teach allegory.
- d. Provide audiobook for *Animal Farm* on teacher website.
- e. Students will have access to chapter summaries after they

- Person versus Technology
 - Person versus Society
- Climax
Turning Point
Resolution

Persuasive Writing Elements:

- Logical Appeals
- Emotional
- Ethical
- Facts versus Opinions
- Rhetorical and Leading Questions
- Expert Opinions
- Strong Diction

features (e.g., headings, graphics, and multimedia).

- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the information or explanation

read to assure understanding of the plot.

ELL (SEI) Strategies:

- a. Make audio books available. (Animal Farm).
- b. Heads' Up Game using characters and how they are characterized.
- c. Human timeline for The Greatest to review Muhammad Ali's rise as both a boxing champion and revolutionary political figure.

At Risk of School Failure:

- a. Students will conference weekly with teacher to ensure they are understanding both the plot and allegorical features of the reading of Animal Farm.
- b. After school assistance will be provided to students who are falling behind in their reading of Animal Farm.

Gifted and Talented:

presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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 has been addressed.

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

W.8.8. Gather relevant information from multiple print and informational sources, using search terms effectively; assess the credibility and accuracy of each source; and quote and paraphrase the data and conclusions of others while avoiding plagiarism and following

- a. Students will research historical examples of the rise of dictators and compare it to Napoleon's rise in Animal Farm. Specifically, they will use critical thinking skills to compare Napoleon's character traits to these rulers.

Holocaust Commission:

- a. Discussion on how education can afford more opportunities and enable individuals to transverse class lines as evident by the pigs in Animal Farm.

Assessments:

- a. Unit Test on Animal Farm (**Summative**)
- b. Persuasive/Argumentative writing for Sis! Boom! Bah! Humbug using Google Classroom/Suite. (**Benchmark**)
- c. Quizzes on The Greatest and Allegorical counterparts in Animal Farm. (**Formative**)
- d. Journal

a standard format for citation.

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

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.

SL.8.2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

SL.8.3. Evaluate the speaker's point of view, evidence, and use of evidence and rhetoric, assessing the stance, premises, links among idea, word choice, points of emphasis and tone used.

SL.8.5. Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning,

Entries in character/personal response concerning injustices as evident during the American Civil Rights Movement (The Greatest). **(Alternative)**

and evidence to add interest.

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

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

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.

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

recede, secede).

- 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.
- 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).

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 expressions.

SS:

6.1.8.A.1.a Compare and contrast forms of governance, belief

systems, and family structures among African, European, and Native American groups.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Personal Financial

Literacy (9.1)

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

Career Awareness

Exploration and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Educational Technology
(8.1):**

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

**Technology Education,
Engineering, Design,
and Computational
Thinking -**

Programming (8.2):

8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

UNIT 3 UNIT LENGTH: 46 Days		UNIT TITLE: Writer's Voice		
<u>Performance Indicators (Standards and Objectives)</u>	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Objectives: In this unit students will be delving into the writer's voice or style in order to determine and evaluate the writer's personality in a body by way of choices in topics, words, techniques, devices, etc.</p> <p>Standards: NJSLS: ELA: 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. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.4. Determine the meaning of words and</p>	<p>What makes a writer's voice memorable and unique?</p> <p>What techniques do writers utilize in order to write within different genres?</p> <p>Optional: What makes your emerging writer's voice memorable and unique?</p>	<p>Activities:</p> <ol style="list-style-type: none"> Journal Entries/ personal response to the poetry and biographies of Langston Hughes and Robert Frost. Comprehension and study guide questions to check student's individual understanding of the poetry of Hughes and Frost. Provide charts to compare Hughes's choices (voice) in all of his read, discussed, and analyzed poetry. Test and quizzes on the writer's voice and poetry of Langston Hughes and Robert Frost. Compare topics of Frost to Hughes, make connections to socio-economic status. Analyze poem-"Mother to Son," connect to the African American experience of the 	<p>Suggested Vocabulary: Defer Fester</p> <p>Suggested Literary Terms: Dramatic monologue Free verse Renaissance Alliteration Rhyme scheme Narrative vs. lyric Couplet Quatrain Imagery Metaphor Personification Simile Hyperbole Symbolism End and Internal Rhyme Repetition Onomatopoeia</p>	<p>Required Text: Literature</p> <p>Poems by Robert Frost: "The Road Not Taken," "Stopping by Woods on a Snowy Evening." (20 days total)</p> <p>Poems by Langston Hughes: "Harlem (Dream Deferred)," "Mother to Son." (26 days total)</p> <p>Suggested Texts: Poems by Billy Collins: "Introduction to Poetry," "The History Teacher," "On Turning Ten." "What Fifty Said," by Robert Frost "Dulce et Decorum est" by Wilfred Owen "Who's for the Game" by Jessie Pope Bronx Masquerade by Nikki Grimes</p>

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

RL.8.5. 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.

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) creates such effects as suspense or humor.

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.

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.

RI.8.3. Analyze how a

1920's. Teach the Harlem Renaissance in concert with the Poetry of Langston Hughes.

- g. Use technology to research other poems by Frost/Hughes.

Technology/GAFE:

- a. Brainstorm factors that contribute to the mother's frustrations over her son's lack of opportunities. Use modern methods for solving conflict in "Mother to Son."
- b. Take notes in Google Classroom on Google Docs in shared Google Slide presentation/s
- c. Newsela articles

Special Education/504:

- a. Provide students with GoogleSlides on poetry to assist them with the analysis of poetic devices and figurative language.
- b. Chunk information from presentations

ELL (SEI) Strategies:

- a. Provide pictures that correspond with the poetry topic.

text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- b. Reread poem with student on-on-one.

At Risk of School Failure:

- a. Provide review sessions to prepare students for assessments (tests/quizzes)
- b. Partner students with a role model during peer partnerships and/or cooperative groups.

Gifted and Talented:

- a. Create an original poem emulating the voice and style of Robert Frost (formal, traditional poetic format).
- b. Expected to take more compositional risks and use a more sophisticated “voice” in their writing.

Holocaust Commission:

- a. Discussion on how the poetry of the Harlem Renaissance is based on the songs of slaves prior to the Civil War. This is made evident by the colloquialism of Hughes’s poetry.

- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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.

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

Assessment:

- Essay comparing Confetti Girl and Tortilla Sun.
(Benchmark)
- Collaborate and create a working definition of writer's voice to be applied in terms of class discussion and understanding of the text.
(Formative)
- Poetry writing and reading in Frost's style
(Alternative)
- Compose a literary analysis essay analyzing writer's voice by way of the poetry of Langston Hughes and/or Robert Frost using Google Classroom.
(Summative)

interact and collaborate with others.

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

Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”

W.8.10. Write routinely over extended time frames (time for research, reflection, 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.

SL. 8.1. Engage effectively in a range of collaboration 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.

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.

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

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

L.8.2. Demonstrate command of the conventions of standard

<p>English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SS:</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>Career Ready Practices:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>Personal Financial Literacy (9.1):</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>Career Awareness,</p>				
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Exploration, and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Educational Technology (8.1):

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Technology Education, Engineering, Design, and Computational Thinking -

Programming (8.2):

See other units

UNIT 4 Unit Length: 46 days		UNIT TITLE: Triumph and Tragedy		
Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Objectives: The major focus of this unit will be an in-depth study of the Holocaust and one girl’s eyewitness account of living in hiding due to ostracism. As students read/perform, explore, research, and analyze “The Diary of Anne Frank” they will be able to conceptualize the historical context of the Holocaust.</p> <p>Standards: NJSLS: ELA: 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. 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</p>	<p>Why does intolerance and bigotry go unchecked in society?</p> <p>What valuable life lessons can we learn having read and studied <u>The Diary of Anne Frank</u>?</p> <p>Why is having the Holocaust related in the first person so important?</p>	<p>Activities:</p> <ol style="list-style-type: none"> Reading aloud/ Performance of the play, The Diary of Anne Frank (tossing lines). Journal Entries – culminating project. Students will respond to daily or weekly journal prompts regarding the Holocaust, the diary, or the play. Students will make text-to-text, text-to-self, and text-to-world connections. Exit Cards after each scene or Act. to determine where or when to reteach or clarify information. Discuss how Germany’s Anti-Jewish (Nuremberg) Laws forced the Frank family into hiding. Teacher-lead discussion. Unit test 	<p>Suggested Literary Terms/Vocabulary: Terminology associated with drama as opposed to prose/poetry</p> <p>Glossary of Holocaust Terms/Vocabulary</p> <p>Terminology associated with documentary</p>	<p>Required Texts: Diary of Anne Frank – dramatized version by Frances Goodrich and Albert Hackett (30 days)</p> <p>Journal excerpts from Anne Frank’s Diary (6 days)</p> <p>“Anatomy of the Holocaust,” and/or “Understanding the Horror” (Scope article) (10 days)</p> <p>Suggested Texts: “If” by Rudyard Kipling</p> <p>Bronx Masquerade by Nikki Grimes</p> <p>The Terrible Things by Eve Bunting (1 day)</p> <p>New York Times article on Kristallnacht (1 day)</p> <p>Poetry of Terezin</p>

objective summary of the text.

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.

- 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).
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships

- f. Holocaust Survivor(s), guest speaker(s)
- g. Students will view the documentary Paper Clips and jot down notes in order to respond to a journal prompt.
- h. Identify personality traits in Anne Frank that would be considered an asset. Students will be assigned a role and “perform” it based on the way the character is portrayed in the docu-drama.
- i. Roundtable discussion on cultural norms and expectations in Nazi-occupied Europe (how it impacted the Frank family).
- j. Discuss the voice of Anne Frank as a writer and role model and discuss how her diary was translated in over 50 different languages.

Technology/GAFE:

- a. Investigate other instances of Jews

among ideas and concepts.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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

going into hiding to escape Nazi persecution. This will be completed using Google Suites.

Special Education/504:

- a. Webquest to build up schema prior to reading.
- b. Modified Assessments (The Diary of Anne Frank)

ELL (SEI) Strategies:

- a. Use pictures next to characters in the play to assist with comprehension.
- b. Provide scaffolded notes for each scene with sentence stems.
- c. Have students participate in an interactive tour of Anne Frank's house to build up schema.

At Risk of School Failure:

- a. Assess students' exit cards immediately to determine who is in need of assistance with comprehension. Have students who demonstrate a lack of understanding stay after for clarification. This will prevent

purpose and audience has been addressed.

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

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

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

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.

at-risk students from getting too far behind in the text.

Gifted and Talented:

Holocaust Commission:

- a. An in-depth discussion and unit focused on the Holocaust. Students will read, analyze, and discuss informational texts such as “Anatomy of the Holocaust” in order to trace the beginning of the Holocaust to the liberation of the camps.
- b. Teachers and Administration coordinate school assemblies with survivors to hear their stories as the eyewitnesses to the Holocaust.
- c. View and discuss the documentaries Paper Clips and Anne Frank Remembered. Connect both to the text and to the students' understanding and knowledge/learning of the Holocaust.

SL.8.2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

SL.8.3. Evaluate the speaker's point of view, evidence, and use of evidence and rhetoric, assessing the stance, premises, links among idea, word choice, points of emphasis, and tone used.

SL.8.5. Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning, and evidence to add interest.

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

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

L.8.4. Determine or clarify the meaning of unknown and multiple-

- d. Read and perform the docu-drama, The Diary of Anne Frank. Students will study Anne Frank's voice and how she is a symbol of the 11 million victims of the Holocaust, especially the 1.5 million children killed.

Assessments:

- a. Assessment as an Exit Card for each scene and/or Act of the docu-drama.
(Formative)
- b. End-of-Year Portfolio
(Benchmark)
- c. Unit Test on the Diary of Anne Frank
(Summative)
- d. Journal Writing
(Alternative)

meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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

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 expressions.

SS:

6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and

economic impacts of decisions.

CRP11. Use technology to enhance productivity.

Personal Financial Literacy (9.1):

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

Career Awareness, Exploration, and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.

Educational Technology (8.1):

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Technology Education, Engineering, Design, and Computational Thinking -

Programming (8.2):

See other units