

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: English Language Arts Accelerated	Grade Level(s): 8th
Department: Humanities	Credits: N/A
BOE Adoption Date: October 17, 2019	Revision Date(s):

Course Description

The eighth grade language arts curriculum utilizes a balanced literacy approach. The course incorporates reading units that relate to literature and non-fiction, as well as writing units that are based on genre. Reading and writing units are taught concurrently.

Although independent reading revolves around student choice, whole class reading will relate to thematic units which include: Acceptance of Differences, Friendship, Overcoming Obstacles, Understanding Bias and Author’s Perspective, Poetry, and Greek Mythology. Emphasis on close reading strategies will allow students to understand key ideas and details, as well as understand and appreciate author’s craft and structure. Word study stretches beyond literal meaning; students will understand that words have multiple meanings and nuances expressed through connotation and figurative devices.

Aligning with the NJ Student Learning Standards, many writing experiences are grounded in evidence from text. Students will write for a variety of purposes, including literary analysis, narrative, and informational. In addition, students will use technology to produce and publish writing, and to collaborate with one another. Spelling and grammar are infused into focus lessons that pertain directly to writing.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Accelerated English Language Arts 8th

Prerequisite(s): 7th Grade ELA

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p style="text-align: center;">Unit 1: Theme - Acceptance W-Narrative/Literary Analysis</p>	<p>Sept.- 3-4 weeks</p>	<p>Power Standards NJSLSA RL.8.2 NJSLSA W.8.3 NJSLSA.R.2 RL.8.4.</p> <p>Secondary Standards NJSLS RL.8.1 NJSLS RI. 8.1 NJSLS RL.8.3 NJSLS RL.8.4 NJSLS RI. 8.5 NJSLS RL.8.6 NJSLS RL.8.7 NJSLS RI. 8.9 NJSLS L.8.4 NJSLS L.8.5 NJSLS W.8.1 NJSLS W.8.4 NJSLS W.8.5 NJSLS W.8.6 NJSLS L.8.1 NJSLS L.8.2</p>	<p>Reading: SWBAT to identify themes in the anchor text Flowers for Algernon and understand how these themes connect to other stories. Students will accomplish this in part by using close reading strategies to explore choices authors make in regard to point of view, structure, irony, allusion, and allegory. Citing evidence from the text will be a focus in this unit. (3-4 Weeks)</p> <p>Students will identify themes in the poems of Caroline Kaufman and work to explain how those themes relate to both Flowers for Algernon’s theme of Acceptance as well as their own struggles in middle school.</p> <p>Writing: SWBAT identify and replicate the author point of view and identify the impact it has on a story. After discussing and</p>	<p>Reading</p> <ol style="list-style-type: none"> 1. Identify elements of plot in a story 2. Identify the setting, mood, and theme of a story 3. Make inferences based on evidence from the text 4. Analyze character development throughout a story (direct vs indirect) 5. Identify the characters’ motives 6. Identify the main idea and supporting details 7. Summarize short and long reading passages, both fiction and non-fiction 8. Identify and explain literary and biblical allusions 9. Identify and explain allegory 10. Analyze the effect of irony being used 11. Recognize examples and the effect of foreshadowing

			<p>analyzing point of view in Flowers for Algernon, students will complete narrative tasks that relate to the text. (3-4 Weeks)</p>	<ol style="list-style-type: none"> 12. Study the effect of imagery in texts 13. Identify poetic language and skills 14. Recognize the reason for author's choice of narrative point of view (1st, 3rd limited, 3rd omniscient) 15. Use context clues to define vocabulary 16. Recognize and interpret the connotative meaning 17. Identify and interpret figurative language 18. Distinguish between literal and figurative meaning 19. Recognize author's choice in the structure of chapters, story opening, and story ending <p>Writing</p> <ol style="list-style-type: none"> 1. Establish a point of view in a narrative 2. Support the point of view through relevant details 3. Use literary techniques, such as dialogue, foreshadowing, and description to develop the plot 4. Write effective dialogue to support character traits 5. Use precise language to convey the story 6. Make relevant connections to the text 7. Critique the writing of peers 8. Parts of speech
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				9. Punctuate dialogue correctly
<p>Unit 2: Theme - Friendship</p> <p>W-Compare/Contrast /Literary Analysis W-Video Analysis- Commercials</p>	Oct. - 4-5 weeks	<p>Power Standard: NJSLSA RL.8.2 NJSLSA W.8.1</p> <p>Secondary Standard: NJSLS RL.8.1 NJSLS RI.8.1 NJSLS RL.8.3 NJSLS RL 8.4 NJSLS RL.8.5 NJSLS RI.8.6 NJSLS RL.8.6 NJSLS RL 8.7 NJSLS RL.8.9 NJSLS L.8.4 NJSLS L.8.5 NJSLS W.8.2 NJSLS W.8.3 NJSLS W.8.4 NJSLS W.8.5 NJSLS W.8.9 NJSLS L.8.1 NJSLS L.8.2</p>	<p>Reading: SWBAT explore themes in Of Mice and Men and understand how these themes connect to other stories and to the idea of friendship. Students will continue to utilize close reading strategies to explore choices authors make in regard to point of view, structure, irony, allusion, and allegory.</p> <p>Writing: SWBAT examine the connection between literature and writing, focusing on the genre of literary analysis. Strong textual support, developing a thesis statement, and providing in-depth support will be discussed. Students will then draft their own essay, comparing and contrasting two texts and using one of two organizational structures (Block or Point by Point)</p>	<p>Reading</p> <ol style="list-style-type: none"> 1. Identify elements of plot in a story 2. Identify the setting, mood, and theme of a story 3. Make inferences based on evidence from the text 4. Analyze character development throughout a story (direct vs indirect) 5. Distinguish between relevant and extraneous information 6. Identify the main idea and supporting details 7. Identify and explain biblical and literary allusions 8. Recognize examples and the effect of foreshadowing 9. Study the historical context of the setting of a story 10. Recognize the reason for author's choice of narrative point of view (1st, 3rd limited, 3rd omniscient) 11. Use context clues to define vocabulary 12. Identify and interpret figurative language 13. Distinguish between literal and figurative meaning 14. Recognize author's choice in the structure of chapters, story opening, and story ending

				<p>15. Compare and contrast fictional characters</p> <p>16. Compare themes in fictional works</p> <p>17. Determine the influence of traditional pieces on modern text</p> <p>18. Compare a story to its filmed version</p> <p>Writing</p> <p>1. Summarize events in a story</p> <p>2. Identify the elements of literary analysis, specifically as it relates to a compare/contrast essay</p> <p>3. Distinguish between analysis and informational writing</p> <p>4. Identify the format of literary analysis</p> <p>5. Analyze a prompt and determine what it requires of the writer</p> <p>6. Follow appropriate typing format and conventions</p> <p>7. Write a clear thesis statement</p> <p>8. Select direct and indirect quotations that relate to the topic as evidence</p> <p>9. Cite in-text direct and indirect quotations appropriately</p> <p>10. Use introductory words and phrases to introduce evidence and create cohesion</p> <p>11. Explain quotations used as support to enhance meaning</p>
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				<ol style="list-style-type: none"> 12. Provide adequate supporting details for each main idea in writing 13. Use transitional phrases to establish a link between ideas 14. Use and maintain a formal style in writing 15. Choose specific language to explain a topic 16. Write a concluding statement/section that follows from and supports analysis 17. Revise and edit the written piece for improvement 18. Recognize and identify multiple organizational models 19. Apply a specific organizational strategy to a compare-contrast essay 20. Draw evidence from texts to support literary analysis
<p>Unit 3: Theme- Overcoming Obstacles</p> <p>W- Research/ Literary Analysis W-Student Cheating W-Video Analysis-Kubler Ross/Arthur Aron</p>	Nov. – Dec. (6 weeks)	<p>Power Standard NJSLSA RL.8.3 NJSLSA W.8.1. NJSLSA W.8.2</p> <p>Secondary Standard NJSLS RL.8.1 NJSLS RL.8.2 NJSLS RL.8.4 NJSLS RL.8.5 NJSLS RL.8.6 NJSLS RL.8.7 NJSLS RL.8.9 NJSLS L.8.4</p>	<p>Reading SWBAT analyze the historical context of that time period, how it affected the people of the time, and how it still affects people today. Primary and secondary sources will be used. The major skills focus of the unit will be elements of drama, the structure of a play, dramatic irony, dramatic license, theme, allusion, foils, and shifts in mood.</p> <p>Writing SWBAT consider both sides of an</p>	<p>Reading</p> <ol style="list-style-type: none"> 1. Identify elements of plot in a drama 2. Identify the setting, mood, and theme of a drama 3. Make inferences based on evidence from the text 4. Analyze character development throughout a drama (direct vs indirect) 5. Identify the characters' motives 6. Distinguish between types of irony and examine the effect 7. Identify the main idea and

		<p>NJSLS L.8.5 NJSLS W.8.1 NJSLS W.8.1A NJSLS W.8.1C NJSLS W.8.1D NJSLS W.8.1E NJSLS L.8.1 NJSLS L.8.2 NJSLS SL.8.1</p>	<p>argument and address counterclaims in both writing and speaking. Students will clearly structure their writing and draw logical conclusions from reasons and evidence presented.</p>	<p>supporting details</p> <ol style="list-style-type: none"> 8. Analyze short and long reading passages, both fiction and non-fiction, to establish a timeline of actual events 9. Analyze how non-fiction pieces can serve as inspiration for fictional pieces 10. Identify and explain literary and biblical allusions 11. Recognize character foils in a text and explain their meaning 12. Recognize shifts in mood within a scene and explain its effect 13. Identify and analyze use of dramatic license 14. Determine the author's purpose 15. Use context clues to define vocabulary 16. Recognize and interpret words with multiple meanings 17. Identify and interpret figurative language 18. Distinguish between literal and figurative meaning 19. Compare and contrast fictional characters 20. Compare the theme of a fictional account to its non-fiction inspiration 21. Draw correlations between the play and nonfiction articles 22. Evaluate the differences between a play and film adaptations
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				<p>Writing</p> <ol style="list-style-type: none"> 1. Maintain a formal style 2. Provide a concluding statement or section that follows from and supports the thesis 3. Follow typing appropriate typing format and conventions 4. Write a clear thesis statement 5. Select direct and indirect quotations that relate to the topic as evidence 6. Follow MLA guidelines to cite direct and indirect quotations when used 7. Explain quotations used as support to enhance meaning 8. Provide adequate supporting details for each main idea in writing 9. Use introductory words and phrases to introduce evidence and create cohesion 10. Use transitional phrases to establish a link between ideas 11. Use and maintain a formal style in writing 12. Choose specific language to explain a topic 13. Write a concluding statement/section that follows from and supports analysis 14. Revise and edit the written piece for improvement 15. Draw evidence from texts to support claims
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<p>Unit 4: Theme- Understanding Bias and Author’s Perspective</p> <p>W-RST/ Argumentative Socratic Seminar - Internal Bias</p>	<p>February -March (6 weeks)</p>	<p>Power Standard NJSLSA RI.8.1 NJSLSA W.8.7 NJSLSA W.8.1</p> <p>Secondary Standards NJSLS RI.8.3 NJSLS RI.8.6 NJSLS RI.8.8 NJSLS RI.8.9 NJSLS L.8.4 NJSLS L.8.5 NJSLS W.8.8 NJSLS W.8.9 NJSLS L.8.1 NJSLS L.8.2 NJSLS L.8.3 NJSLS SL.8.1</p>	<p>Reading: SWBAT will explore themes in <i>War Dogs</i> and another teacher-selected non-fiction supporting text. They will understand how these themes connect to the idea of overcoming obstacles. Students will accomplish this in part by using close reading strategies to explore choices authors make in regard to point of view, author’s purpose, structure, irony, allusion, and tone. Citing informational text and outside sources will be a focus in this unit.</p> <p>Writing: SWBAT analyze print, video, and other informational graphics in order to create a cohesive response analyzing a specific topic.</p> <p>SWBAT consider both sides of an argument and address counterclaims in both writing and speaking. Students will clearly structure their writing and draw logical conclusions from reasons and evidence presented.</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1. Identify the setting, mood, tone, and theme of a story 2. Make inferences based on evidence from the text 3. Find evidence in the text to support inferences 4. Distinguish between relevant and extraneous information 5. Identify the main idea and supporting details 6. Analyze how non-fiction pieces are developed (examples, anecdotes, cause & effect, etc.) 7. Identify and explain biblical allusions 8. Identify and explain the effect of bias 9. Analyze shifts in tone and author rationale for shifts 10. Analyze primary and secondary sources 11. Determine author’s point of view (author’s position) 12. Use context clues to define content-specific vocabulary 13. Recognize and interpret the connotative meaning 14. Recognize and interpret words with multiple meanings
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				<p>15. Analyze the author’s choices in text structure</p> <p>16. Draw correlations between the texts and nonfiction articles</p> <p>17. Identify analogy and determine the effect on text</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Summarize information in a coherent way 2. Use and maintain a formal style in writing 3. Follow a standard format for citation 4. Explain quotations used as support to enhance meaning 5. Provide adequate supporting details for each main idea in writing 6. Use introductory words and phrases to introduce evidence and create cohesion 7. Choose the specific language to explain a topic 8. Use transitional phrases to establish a link between ideas 9. Write a concluding statement/section that follows from and supports analysis 10. Revise and edit the written piece for improvement
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				<ol style="list-style-type: none"> 11. Use technology to produce, edit, and publish writing 12. Write a clear thesis statement 13. Select direct and indirect quotations that relate to the topic as evidence 14. Follow MLA guidelines to cite direct and indirect quotations when used 15. Avoid plagiarism in writing 16. Compound, compound-complex sentences 17. Use of the semicolon 18. Identify claims and counterclaims 19. Provides effective and comprehensive development of the claim 20. Uses clear and convincing reasoning supported by textual evidence
<p>Unit 5: Poetry</p> <p>W-Creative Literary Analysis W-Found Poetry W-Black Out W-Video Analysis (open)</p>	April (3 weeks)	<p>Power Standards: NJSLSA RL.8.4 NJSLSA W.8.4</p> <p>Supporting Standards: NJSLS RL.8.1 NJSLS RL.8.2 NJSLS RL.8.4 NJSLS RL.8.5 NJSLS RL.8.6</p>	<p>Reading: SWBAT read and appreciate poetry and parody. Students will examine the author’s use of language, style, and voice to achieve heightened effects of emotion and humor. Students will understand when it is acceptable to ignore language conventions in poetry and recognize the effects of doing so. Students will analyze poems</p>	<p>Reading</p> <ol style="list-style-type: none"> 1. Analyze texts for figurative language 2. Determine the theme or central idea of a text 3. Determine the meaning of words/phrases 4. Determine the impact of specific word choice

		<p>NJSLS RL.8.7 NJSLS RL.8.9 NJSLS L.8.4 NJSLS L.8.5 NJSLS W.8.5 NJSLS W.8.6 NJSLS W.8.9 NJSLS W.8.9A</p>	<p>throughout the entirety of the year in all units but focus specifically on style during this three week period.</p> <p>Writing: Students will write original poems demonstrating the use of poetic elements. Students will also write original parodies that reflect an understanding of the genre and its traits.</p>	<ol style="list-style-type: none"> 5. Compare/contrast structure of two or more texts 6. Analyze structure as it contributes to the meaning of the text 7. Cite the textual evidence that strongly supports analysis of the text <p>Writing</p> <ol style="list-style-type: none"> 1. Develop original pieces that contain elements of poetry and poetic devices 2. Create a variety of poetic structures 3. Develop a theme through an original song parody 4. Use precise language and vocabulary to inform about or explain the topic 5. Use precise language, imagery, figurative expressions, etc. in writing original poems and parodies 6. Establish and maintain an appropriate style 7. Revise and edit the written piece for improvement 8. Use selected details from source text to develop an original piece
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				9. Utilize multimedia to enhance or present work
<p>Unit 6: Greek Mythology</p> <p>W-Creative Writing/Literary Analysis/Plays</p>	May-June (5-6 weeks)	<p>Power Standards NJSLSA RL.8.9 NJSLSA W.8.4</p> <p>Supporting Standards NJSLS W.8.9 NJSLS L.8.1 NJSLS L.8.2 NJSLS W.8.5 NJSLS W.8.6 NJSLS RI.8.7 NJSLS L.8.4 NJSLS L.8.5 NJSLS RL.8.2 NJSLS RL.8.3 NJSLS RL.8.6 NJSLS RL.8.7</p>	<p>Reading: SWBAT compare themes, purposes, and ideas of Greek myths to other Greek myths, myths from other cultures, and modern texts. Students will determine theme, text purpose, oral tradition, and traditional story structure (quest cycle, tragic hero, etc) while also comparing these ideas to similar stories both ancient and modern day.</p> <p>Writing: SWBAT analyze myths and how their structure contributes to the whole genre. Students will also write original adaptations of myths, reflecting their understanding of origin stories and their necessary components.</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1. Identify elements of plot in a story 2. Identify setting, mood, and theme of a story 3. Make inferences based on evidence from text 4. Analyze character development throughout a story 5. Identify characters' motives 6. Distinguish between relevant and extraneous information 7. Identify main idea and supporting details 8. Summarize short and long reading passages, both fiction and non-fiction 9. Analyze how non-fiction pieces relate to fictional pieces 10. Identify and explain traditional story elements (character, theme, structure) 11. Recognize the effect of the oral tradition on text 12. Identify the purpose of a text 13. Use context clues to define vocabulary 14. Identify and interpret figurative language

				<p>15. Distinguish between literal and figurative meaning</p> <p>16. Compare and contrast theme</p> <p>17. Compare a story to its filmed version</p> <p>18. Identify and explain the role of tragic hero</p> <p>19. Compare and contrast traditional myths to modern text</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Develop original pieces that contain elements necessary for a myth 2. Develop a theme through an original work 3. Use precise language and domain specific vocabulary to inform about or explain the topic 4. Use precise language, imagery, figurative expressions, etc. in writing creative pieces 5. Establish and maintain an appropriate style 6. Revise and edit the written piece for improvement 7. Draw evidence from texts to support writing
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				8. Identify and correctly use parallel structure 9. Identify misplaced modifiers 10. Cite textual evidence to support responses 11. Analyze a variety of different myths and how they compare to one another
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Instructional Unit Map			
Course Title: Accelerated English Language Arts 8th			
Unit Title	Discovering Theme - Acceptance		Start Date: September
			Length of Unit: 4 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards NJSLSA RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. NJSLSA W.8.3 Write narratives to develop real or imagined experiences or events using effective	Learning Goals	Reading: SWBAT to identify themes in the anchor text <i>Flowers for Algernon</i> and understand how these themes connect to other stories. Students will accomplish this in part by using close reading strategies to explore choices authors make in regard to point of view, structure, irony, allusion, and allegory. Citing evidence from the text will be a focus in this unit. (3-4 Weeks) Students will identify themes in the poems of Caroline Kaufman and work to explain how those themes relate to both <i>Flowers for Algernon's</i> theme of Acceptance as well as their own struggles in middle school. Writing:

	<p>technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>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.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>NJSLSA.R.2</p>		<p>SWBAT identify and replicate the author’s point of view and identify the impact it has on a story. After discussing and analyzing point of view in Flowers for Algernon, students will complete narrative tasks that relate to the text. (3-4 Weeks)</p>
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	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>Secondary 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.</p> <p>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.</p> <p>NJSLS RL.8.3</p>		
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	<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>NJSLS RI. 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.</p> <p>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.</p> <p>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.</p> <p>NJSLS RI. 8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context,</p>		
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	<p>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.</p> <p>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.</p> <p>NJSLS L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>NJSLS W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>NJSLS W.8.5</p>		
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	<p>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.</p> <p>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.</p> <p>NJSLS L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. <i>What can we understand about an author's style through continuing their work?</i> 2. <i>How does an author develop character?</i> 3. <i>What makes poetry able to convey thoughts and experiences in different ways?</i> 		

Assessments	Formative	Summative	Alternative
<p>How will we know they have gained the knowledge & skills?</p>	<ul style="list-style-type: none"> ● <i>Flowers for Algernon</i> reading packet ● Reading comprehension worksheets ● Quizziz ● Kahoot ● Commonlit ● Socratic Seminars ● Student Conferences ● Grammar worksheets based off of student/class need ● Escape Rooms ● Explode the moment writes ● Independent Reading Responses ● POV Comics ● Writing drafts or “chunks” ● “Grace Period” continuations ● Figurative Language Reviews ● IXL 	<ul style="list-style-type: none"> ● Continuation of <i>Flowers for Algernon</i> ● <i>Flowers for Algernon</i> Unit Test ● “The Landlady” continuation ● Grammar Quizzes ● Explode the moment pieces ● Figurative Language Assessment 	<ul style="list-style-type: none"> ● Students may choose to continue the story with a “continue the poem” exercise instead

Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Pre-assessment continue the story • Figurative Language pre-quiz 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Graphic Organizers • Think, Pair, Share • Modeling • Class Essays/Writes • Compare/Contrast texts • Escape Rooms/self guided learning • Direct instruction • Grouping/cooperative learning • Scaffolding (especially writing components) • Socratic Seminars • Self-assessments via IXL and Quizzia • Conferencing • Peer mentoring/guiding 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> • Graphic Organizers • Highlight/underline key words in both directions and texts • Simplify language • Visual/verbal cues • Additional time 	<ul style="list-style-type: none"> • Modified <i>Flowers for Algernon</i> reading packet/comprehension questions • Additional time for writing 	<ul style="list-style-type: none"> • Highlight/underline key words in directions • Simplify language • Visual/verbal cues • Additional time • Allow retakes/redos • Graphic organizers • Chunk narrative assignments/essay writing 	<ul style="list-style-type: none"> • Independent Study topics and exploration • Tiered texts/companion pieces

		<ul style="list-style-type: none"> • Graphic organizers 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Student conferencing • Choice of reading passages • Choice board for silent reading responses • Independent reading choice book • Enhanced directions/clarification 		<ul style="list-style-type: none"> • Narrative writing (continuing the story) based off of choice passages AND style • Shorter narratives (topic of choice) 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier 2: perspective, analyze, expand, development, impairment, deficiency, continuation, compare/contrast, support, indentation, format, clarification, context, reflection, decipher</p> <p>Tier 3: narrative, characterization, citation, textual evidence, point of view, voice, author’s style, author’s purpose, literary devices, figurative language, mood, tone, dialogue, setting, irony, symbolism, conflict, plot, clause, sentence structure, dialogue, dialogue tags, fiction, science fiction, metaphor, simile, hyperbole, rhyme, alliteration</p>			
Integration of Technology SAMR	<ul style="list-style-type: none"> • S and A - students use GoogleDocs to write their narratives. Students receive feedback on document and conference with teacher via comments throughout the writing process • A - Students write pieces together via a shared document • S - Quizziz and Kahoot used as review sources • A - GoogleForms Assessments • A - IXL for tiering homework assignments • M - A class narrative is created and displayed on the board for the full class and teacher to create/add to in real time. 			
Interdisciplinary Connections NJ Student Learning Standards	<p>Social Studies 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>Technology 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively and with reason</p>			

	CRP6: Demonstrate creativity and innovation. CRP11: Use technology to enhance productivity.	
21st Century Themes/Skills P21 Framework	Themes Skills	
	Global Awareness (Discussion of the treatment of the mentally impaired)	Creativity (Continuing their own narratives and poems) Flexibility and Adaptability
Resources/Materials	Core Texts: <ul style="list-style-type: none"> ● <i>Flowers for Algernon</i> by Daniel Keyes ● <i>Light Filters In: Poems</i> by Caroline Kauffman ● “Thank You Ma’am” by Langston Hughes ● “The Landlady” by Roald Dahl ● “Grace Period” by Will Baker ● Commonlit <ul style="list-style-type: none"> ○ “Examination Day” by Henry Slesar ○ “I AM NOT AN INMATE ... I AM A MAN. AND I HAVE POTENTIAL” by Deena Prichep ● Independent Choice Reading (<i>leveled reading</i>) <p>Materials: Narrative graphic organizers, binders, notebooks, Chromebooks, timer, pencils/pens, escape room folders and resources, comic strip templates, worksheets for grammar and POV, Explode the Moment/Five senses organizers, narrative writing notes sheet, figurative language notes</p>	

Instructional Unit Map			
Course Title: Accelerated English Language Arts 8th			
Unit Title	Theme - Friendship Writing: Compare/Contrast/Literary Analysis	Start Date:	October
		Length of Unit:	4 weeks

<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Power Standard: NJLSA 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.</p> <p>NJLSA 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.</p> <p>NJSLS RL.8.5</p>	<p>Learning Goals</p>	<p>Reading: SWBAT explore themes in <i>Of Mice and Men</i> and understand how these themes connect to other stories and to the idea of friendship. Students will continue to utilize close reading strategies to explore choices authors make in regard to point of view, structure, irony, allusion, and allegory.</p> <p>Writing: SWBAT examine the connection between literature and writing, focusing on the genre of literary analysis. Strong textual support, developing a thesis statement, and providing in-depth support will be discussed. Students will then draft their own essay, comparing and contrasting two texts and using one of two organizational structures (Block or Point by Point)</p>
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	<p>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.</p> <p>Secondary Standard: 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.</p> <p>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.</p> <p>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.</p> <p>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</p>		
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	<p>analogies or allusions to other texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>		
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	<p>describing how the material is rendered new.</p> <p>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)</p> <p>NJSLS L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>NJSLS W.8.3 Write narratives to develop real or imagined experiences or events</p>		
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	<p>using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.)</p> <p>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.</p> <p>NJSLS W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS L.8.2 Demonstrate command of the conventions of standard English</p>		
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	capitalization, punctuation, and spelling when writing.		
Essential Questions	<ol style="list-style-type: none"> 1. <i>How can I structure an essay to effectively compare and contrast a text?</i> 2. <i>What does Steinbeck's writing reveal about the treatment of women and other races in the time period? How is any of this knowledge applicable to today?</i> 3. <i>How does discrimination affect not only individuals, but the environment surrounding those individuals?</i> 4. <i>How does an analytical essay differ from a narrative?</i> 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative Summative Alternative		
	<ul style="list-style-type: none"> ● <i>Of Mice and Men</i> reading packet ● Reading comprehension worksheets ● Quizziz ● Kahoot ● Commonlit ● Socratic Seminars ● Student Conferences ● Grammar worksheets based off of student/class need ● Escape Rooms ● Independent Reading Responses ● Writing drafts or "chunks" ● IXL ● "To a Mouse" Analysis 	<ul style="list-style-type: none"> ● Compare and Contrast Essay of <i>Flowers for Algernon</i> and <i>Of Mice and Men</i> ● <i>Of Mice and Men</i> Unit Test ● Independent Novel Pumpkin Project ● Theme and Passage Collage/Essay ● Fairytale Compare/Contrast 	<ul style="list-style-type: none"> ● Students can choose to write compare/contrast with <i>The Light Filters In</i> instead

Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Informal poll of how students structure compare/contrast essays • Previous literary analysis from short stories/texts in prior unit 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Graphic Organizers • Think, Pair, Share • Modeling • Class Essays/Writes • Compare/Contrast texts • Escape Rooms/self guided learning • Direct instruction • Grouping/cooperative learning • Scaffolding (especially writing components) • Socratic Seminars • Self-assessments via IXL and Quizziz • Conferencing • Reflection 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> • Graphic organizers • Highlight/underline key words in both directions and texts • Simplify language • Visual/verbal cues • Additional time 	<ul style="list-style-type: none"> • Modified <i>Of Mice and Men</i> reading packet/comprehension questions • Additional time for writing • Grade compare/contrast essays for core 	<ul style="list-style-type: none"> • Highlight/underline key words in directions • Simplify language • Visual/verbal cues • Additional time • Allow retakes/redos • Graphic organizers • Chunk essays 	<ul style="list-style-type: none"> • Research on time period and gender roles/race relations • Tiered texts

		components/understanding <ul style="list-style-type: none"> • Graphic organizers • Read passages of text aloud/as a class instead of individually 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Choice of reading passages • Choice board for silent reading responses • Independent reading choice book • Enhanced directions/clarification • Student conferencing 		<ul style="list-style-type: none"> • Reading responses to independent texts • Pumpkin Project - creative project/display 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: analyze, expand, develop, impairment, context, reflection, format, gender roles, discrimination, economy, great plains, pugnacious, migrant Tier 3: dustbowl, Okies, lynch, foreshadowing, compare, contrast, characterization, citation, textual evidence, point of view, voice, author's style, author's purpose, literary devices, figurative language, mood, tone, dialogue, setting, irony, symbolism, conflict, plot, clause, textual evidence, commentary, context			
Integration of Technology SAMR	<ul style="list-style-type: none"> • S and A - students use GoogleDocs to write their essays. Students receive feedback on document and conference with teacher via comments throughout the writing process • A - Students write pieces together via a shared document • S - Quizziz and Kahoot used as review sources • A - GoogleForms Assessments • A - IXL for tiering homework assignments • M - A class essay is created and displayed on the board for the full class and teacher to create/add to in real time. 			

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Social Studies: 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 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 CRP6: Demonstrate creativity and innovation. CRP11: Use technology to enhance productivity.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="575 594 1268 667">Themes</th> <th data-bbox="1268 594 1944 667">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 667 1268 818"> Global Awareness (Discussion of the treatment of the mentally impaired, other races, and other genders) </td> <td data-bbox="1268 667 1944 818"> Creativity (Creating their own collages to visually represent themes) Flexibility and Adaptivity Critical Thinking </td> </tr> </tbody> </table>		Themes	Skills	Global Awareness (Discussion of the treatment of the mentally impaired, other races, and other genders)	Creativity (Creating their own collages to visually represent themes) Flexibility and Adaptivity Critical Thinking
Themes	Skills					
Global Awareness (Discussion of the treatment of the mentally impaired, other races, and other genders)	Creativity (Creating their own collages to visually represent themes) Flexibility and Adaptivity Critical Thinking					
<p>Resources/Materials</p>	<p>Core Texts:</p> <ul style="list-style-type: none"> ● <i>Of Mice and Men</i> novels ● “To a Mouse” by Robert Burns ● “Story of an Hour” by Kate Chopin ● Short Fairytales ex: Cinderella, Sleeping Beauty, etc. ● Commonlit <ul style="list-style-type: none"> ○ “CLOWNFISH AND SEA ANEMONE” by CommonLit Staff ○ “GOING TO SCHOOL AS A REFUGEE” by Caroline Garrison ○ “THE FOX AND THE HORSE” by The Brothers Grimm ○ “EXCERPT FROM BELIEVING IN HORSES” by Valerie Ormond ● Independent Choice Reading (Leveled) 					

	Materials: compare/contrast graphic organizers, binders, notebooks, Chromebooks, timer, pencils/pens, escape room folders and resources, construction paper, colored pencils, worksheets for grammar, compare/contrast writing notes sheet, worksheets for reading comprehension, highlighters
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Instructional Unit Map			
Course Title: Accelerated English Language Arts 8th			
Unit Title	Theme- Overcoming Obstacles W- Research/ Literary Analysis	Length of Unit:	November 6 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standard NJSLSA RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. NJSLSA W.8.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA W.8.2 Write informative/explanatory texts to examine and convey	Learning Goals	Reading SWBAT analyze the historical context of that time period, how it affected the people of the time, and how it still affects people today. Primary and secondary sources will be used. The major skills focus of the unit will be elements of drama, the structure of a play, dramatic irony, dramatic license, theme, allusion, foils, and shifts in mood. SWBAT work collaboratively with peers to analyze the elements of a text on their own. Students will take on leadership roles and pose well constructed questions as well as answer questions with thorough evidence and support for their responses. Writing SWBAT consider both sides of an argument and address counterclaims in both writing and speaking. Students will clearly structure their writing and draw logical conclusions from reasons and evidence presented.

	<p>complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p>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.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>		
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	<p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Secondary Standard 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.</p> <p>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.</p> <p>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.</p>		
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	<p>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.</p> <p>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</p> <p>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.</p> <p>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</p>		
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	<p>such as the Bible, including describing how the material is rendered new.</p> <p>NJSLS L.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.</p> <p>NJSLS L.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>NJSLS W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJSLS W.8.1A . Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>NJSLS W.8.1C Use words, phrases, and</p>		
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	<p>clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>NJSLS W.8.1D Establish and maintain a formal style.</p> <p>NJSLS W.8.1E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>NJSLS L.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.</p> <p>NJSLS L.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.</p>		
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Essential Questions	<ol style="list-style-type: none"> 1. <i>How does an analytical essay differ from a compare and contrast?</i> 2. <i>How can discrimination affect the world?</i> 3. <i>What is the impact of great power, and who should have it?</i> 4. <i>How can everyday individuals affect big world problems?</i> 5. <i>What elements of a text should I recognize and evaluate when I read independently?</i> 					
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="padding: 5px;">Formative</th> <th style="padding: 5px;">Summative</th> <th style="padding: 5px;">Alternative</th> </tr> </thead> </table>			Formative	Summative	Alternative
	Formative	Summative	Alternative			
<ul style="list-style-type: none"> ● Anne Frank reading comprehension questions ● Boy in the Striped Pajamas comparison ● Quizziz ● Socratic Seminar ● IXL ● Story of an Hour comprehension questions ● Up Analysis ● Independent Reading Responses ● Grammar Worksheets ● Literature Circle Group Sheets 	<ul style="list-style-type: none"> ● Anne Frank Test ● Anne Frank scene analysis and performance ● “The Veldt” Literary Analysis ● Holocaust PowerPoint Presentation ● Lit Circle Final Project/Presentation 	<ul style="list-style-type: none"> ● Additional pages to analyze if students opt out of performance component ● Options of how students can structure final lit circle project 				
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Knowledge of citation/MLA format ● Knowledge of valid sources (though reviewed still) 					
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Graphic Organizers ● Think, Pair, Share ● Modeling 					

	<ul style="list-style-type: none"> • Class Essays/Writes • Escape Rooms/self guided learning • Direct instruction • Grouping/cooperative learning • Socratic Seminars • Self-assessments via IXL and Quizziz • Conferencing • Reflection • Performance (Anne Frank Scenes) • Class Presentations • Research • Lit Circles 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> • Graphic organizers • Highlight/underline key words in both directions and texts • Simplify language • Visual/verbal cues • Additional time • Alternative assignment for performance, if uncomfortable speaking language 	<ul style="list-style-type: none"> • Additional time for writing • Grade analysis essays for core components/understanding • Graphic organizers • Limit sources 	<ul style="list-style-type: none"> • Highlight/underline key words in directions • Simplify language • Visual/verbal cues • Additional time • Allow retakes/redos • Graphic organizers • Chunk essays 	<ul style="list-style-type: none"> • Increasing support and commentary required in essays • Additional research topics offered for WWII/Holocaust

		needed for research	
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)
	<ul style="list-style-type: none"> • Student conferencing • Choice of reading passages • Choice board for silent reading responses • Independent reading choice book • Enhanced directions/clarification 		<ul style="list-style-type: none"> • Anne Frank Scene Performance • Research Presentation • Independent Book Responses • Literary Analysis Essays • Lit Circle Projects
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: analyze,develop, Holocaust, discrimination, Judaism, nazis, Hitler, concentration camps, support, discrimination, scene, act, play, drama Tier 3: ghettos, krystallnacht, antisemitism, Auschwitz, Bergen-Belsen, crematorium, Einsatzgruppen, final solution, Fuhrer, mischlinge, Nuremberg Laws, zyklon B, characterization, citation, textual evidence, point of view, voice, author’s style, author’s purpose, literary devices, figurative language, mood, tone, dialogue, setting, irony, symbolism, conflict, plot, clause, textual evidence, commentary, context		
Integration of Technology SAMR	<ul style="list-style-type: none"> • S- Students will research nonfiction articles about various Holocaust/WWII topics • S and A - Google Docs and Slides will both be used during the unit with feedback given by both peers and teachers throughout the writing process • M - A class essay is created and displayed on the board for the full class and teacher to create/add to in real time. • R - Students research different sub topics within their Holocaust topic and create a joint digital presentation 		
Interdisciplinary Connections NJ Student Learning Standards	Social Studies: 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.		

	<p>Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</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>CRP11: Use technology to enhance productivity.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="575 444 1234 518">Themes</th> <th data-bbox="1234 444 1944 518">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 518 1234 919"> <ul style="list-style-type: none"> ● Global awareness (Discussion of the treatment of other religions) ● Civic Literary (How was Hitler able to come to power and convince the population of the Jews “evil”?) </td> <td data-bbox="1234 518 1944 919"> <ul style="list-style-type: none"> ● Social and Cross Cultural Skills - Respond open-mindedly to different ideas and values ● Creativity and Innovation - Student performance ● Productivity and Accountability - Prioritize, plan and manage work. Set and meet goals with peers. ● Flexibility and Adaptivity - reacting to peer and teacher feedback </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> ● Global awareness (Discussion of the treatment of other religions) ● Civic Literary (How was Hitler able to come to power and convince the population of the Jews “evil”?) 	<ul style="list-style-type: none"> ● Social and Cross Cultural Skills - Respond open-mindedly to different ideas and values ● Creativity and Innovation - Student performance ● Productivity and Accountability - Prioritize, plan and manage work. Set and meet goals with peers. ● Flexibility and Adaptivity - reacting to peer and teacher feedback
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<p>Resources/Materials</p>	<p>Core Texts:</p> <ul style="list-style-type: none"> ● <i>The Diary of Anne Frank Play</i> by Frances Goodrich and Albert Hackett ● Various nonfiction newspaper articles on Oskar Groening Trial ● Literature Circle Text Options: <ul style="list-style-type: none"> ○ <i>The Librarian of Auschwitz</i> by Antonio Iturbe ○ <i>Prisoner B-3087</i> by Alan Gratz ○ <i>The Boy in the Striped Pyjamas</i> by John Boyne ○ <i>Ashes in the Snow</i> by Ruth Sepetys ○ <i>The Book Thief</i> by Markus Zusak ● Commonlit <ul style="list-style-type: none"> ○ “The Man in the Well” by Ira Sher ○ “The Perils of Indifference” by Elie Wiesel 					

	<ul style="list-style-type: none"> ○ “The Little Match Girl” by Hans Christian Anderson ● Independent Choice Reading (Leveled) <p>Materials: literary analysis graphic organizers, binders, notebooks, Chromebooks, timer, pencils/pens, escape room folders and resources, construction paper, colored pencils, worksheets for grammar, literary analysis notes sheet, worksheets for reading comprehension, highlighters, CRAAP Test notes, Holocaust notes and worksheets</p>
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Instructional Unit Map			
Course Title: 8th Grade Language Arts			
Unit Title	Theme- Understanding Our Own Bias As well As Our Own Potential Agency W- RST & Creative (Poetry)		Start Date: February
			Length of Unit: 6 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standard NJLSLA 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. NJLSLA W.8.7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject	Learning Goals	<p>Reading: SWBAT will explore themes and cultural/internal biases within the text <i>The 57 bus</i>. They will understand how these themes connect to the idea of overcoming obstacles. Students will accomplish this in part by using close reading strategies to explore choices authors make in regard to point of view, author’s purpose, structure, irony, allusion, and tone. Citing informational text and outside sources will be a focus in this unit.</p> <p>SWBAT will explore themes and cultural/internal biases within the text <i>The Laramie Project</i> They will understand how these themes connect to the idea of overcoming stereotypes and obstacles. Students will explore how our</p> <p>Writing: SWBAT analyze print, video, and other informational graphics in order to create a cohesive response analyzing a specific topic.</p>

	<p>under investigation.</p> <p>NJSLSA W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>NJSLSA RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative</p>		<p>SWBAT consider both sides of an argument and address counterclaims in both writing and speaking. Students will clearly structure their writing and draw logical conclusions from reasons and evidence presented.</p> <p>Students will use the style of The Laramie Project to create monologues addressing polarizing issues within their own community.</p>
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	<p>meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>NJSLSA W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience</p> <p>Secondary Standards 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).</p> <p>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.</p> <p>NJSLS RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether</p>		
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	<p>the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>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.</p> <p>NJSLS W.8.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLS W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS L.8.1 Demonstrate command of the conventions of standard English grammar and usage</p>		
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	<p>when writing or speaking.</p> <p>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.</p> <p>NJSLS L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>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;</p>		
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	<p>provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>NJSLS RL.8.9</p>		
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	<p>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.</p> <p>NJSLS L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLS L.8.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLS W.8.5 With some guidance and support from peers and</p>		
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	<p>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.</p> <p>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.</p> <p>NJSLS W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS W.8.9A Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the</p>		
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Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Knowledge of figurative language terminology ● How to construct an analytical essay 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Graphic Organizers ● Think, Pair, Share ● Modeling ● Class Essays/Writes ● RSTs as a class/smaller writes ● Escape Rooms/self guided learning ● Direct instruction ● Grouping/cooperative learning ● Scaffolding (especially writing components) ● Socratic Seminars ● Self-assessments via IXL and Quizziz ● Conferencing ● Research ● Lecture/notes ● Close reading ● Kahoot Reviews of figurative language 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Graphic organizers ● Highlight/underline key words in both directions and texts ● Simplify language ● Visual/verbal cues ● Additional time 	<ul style="list-style-type: none"> ● Additional time for writing ● Grade writing for core content 	<ul style="list-style-type: none"> ● Limit number of sources required for research ● Highlight/underline key words in directions ● Simplify language ● Visual/verbal cues ● Additional time ● Allow retakes/redos 	<ul style="list-style-type: none"> ● Additional sources required for RST ● Can write additional monologues

	<ul style="list-style-type: none"> Limit number of sources required for RST 	<ul style="list-style-type: none"> understanding Graphic organizers Read passages of text aloud/as a class instead of individually Limit number of sources required for RST 	<ul style="list-style-type: none"> Graphic organizers Chunk RST assignments TPCASTT sheet for all poetic analyses 	
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> Student conferencing Choice of reading passages Choice board for silent reading responses Independent reading choice book Enhanced directions/clarification Choice poems/poet to analyze 		<ul style="list-style-type: none"> Creative poetry writing Monologues 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: analyze, cite, clarify, sources, evidence, poetry, explain, key words, stanza, repetition, research, war, close read, descriptive, write, transition, attraction Tier 3: author’s voice, author’s purpose, simile, metaphor, onomatopoeia, hyperbole, alliteration, structure, mood, tone, commentary, context, imagery, agender, gender expression, racial bias, genderqueer, transgender, discrimination			

Integration of Technology SAMR	<ul style="list-style-type: none"> ● S and A - students use GoogleDocs to write their essays. Students receive feedback on document and conference with teacher via comments throughout the writing process ● A - Students write pieces together via a shared document ● S - Quizziz and Kahoot used as review sources ● A - GoogleForms Assessments ● A - IXL for tiering homework assignments ● M - A class essay is created and displayed on the board for the full class and teacher to create/add to in real time. ● M - students research poets to find their own poem which then will analyze on a GoogleDoc creation. 					
Interdisciplinary Connections NJ Student Learning Standards	<p>Social Studies: 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</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>CRP11: Use technology to enhance productivity.</p>					
21st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%;">Themes</th> <th style="width: 50%;">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 980 1234 1122"> <ul style="list-style-type: none"> ● Global Awareness (discussions of agender protagonist, racial biases, and gender/sexuality) </td> <td data-bbox="1234 980 1944 1122"> <ul style="list-style-type: none"> ● Creativity and Innovation (poetry writing and monologues) ● Critical thinking and problem solving (Zombie RST) </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> ● Global Awareness (discussions of agender protagonist, racial biases, and gender/sexuality) 	<ul style="list-style-type: none"> ● Creativity and Innovation (poetry writing and monologues) ● Critical thinking and problem solving (Zombie RST)
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Resources/Materials	<p>Core Texts:</p> <ul style="list-style-type: none"> ● <i>The 57 Bus</i> by Rebecca Frankel ● “In a Zombie Apocalypse, Scientists Say You Should Head for the Hills” by Kevin Loria ● “Preparedness 101: A Zombie Apocalypse” by Ali Kahn ● “Zombie Apocalypse would wipe out humankind in just 100 days” by Helena Horton ● “I am offering this poem” by Jimmy Santiago Baca 					

	<ul style="list-style-type: none"> ● “Caged Bird” by Maya Angelou ● “Nothing Gold Can Stay” by Robert Frost ● “Theme for English B” by Langston Hughes ● “Dreams” by Langston Hughes ● “I, Too, Sing America” by Langston Hughes ● <i>The Laramie Project</i> by Moises Kaufman & Tectonic Theater Company ● “Do Not Go Gentle Into That Good Night” by Robert Frost ● “Still I Rise” by Maya Angelou ● Commonlit <ul style="list-style-type: none"> ○ “Ruthless” by William DeMille ○ “Making a Fist” by Naomi Shihab Nye ○ “(Love Song, With Two Goldfish)” by Grace Chua ● Independent Choice Reading (Leveled) <p>Materials: RST graphic organizers, TPCASTT Worksheets and online templates, binders, notebooks, Chromebooks, timer, pencils/pens, escape room folders and resources, construction paper, colored pencils, worksheets for grammar, worksheets for reading comprehension, highlighters, magazines, scissors, gluesticks</p>
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Instructional Unit Map			
Course Title: Accelerated English Language Arts 8th			
Unit Title	Reading: Greek Mythology		Start Date: May
	Writing: Creative Writing/Literary Analysis		Length of Unit: 5-6 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards NJLSA RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context,	Learning Goals	Reading: SWBAT compare themes, purposes, and ideas of Greek myths to other Greek myths, myths from other cultures, and modern texts. Students will determine theme, text purpose, oral tradition, and traditional

	<p>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.</p> <p>NJLSA 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.)</p> <p>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.</p> <p>Supporting Standards NJLS W.8.9 Draw evidence from literary or informational texts to</p>		<p>story structure (quest cycle, tragic hero, etc) while also comparing these ideas to similar stories both ancient and modern day.</p> <p>Writing: SWBAT analyze myths and how their structure contributes to the whole genre. Students will also write original adaptations of myths, reflecting their understanding of origin stories and their necessary components.</p> <p>SWBAT create parodies based off of Greek myths. Students will work in groups to write, direct, and act in parodies collectively. Students will perform these parodies for all eighth graders at Greek Fair.</p>
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	<p>support analysis, reflection, and research.</p> <p>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”).</p> <p>NJSLS L.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.</p> <p>NJSLS L.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</p> <p>NJSLS W.8.5 With some guidance and support from peers and</p>		
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	<p>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.</p> <p>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.</p> <p>NJSLS L.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.</p> <p>NJSLS L.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>		
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
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Essential Questions	<ol style="list-style-type: none"> 1. How did Greek mythology and culture shaped the world around us today? 2. How do stories and types of literature evolve throughout the ages? 3. What makes up a good myth? 4. What traits make up a parody? 								
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%; text-align: center;">Formative</th> <th style="width:33%; text-align: center;">Summative</th> <th style="width:33%; text-align: center;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 443 993 1073"> <ul style="list-style-type: none"> ● Myth response/comprehension questions ● Quizzia ● Kahoot ● Commonlit ● Socratic Seminars ● Creative myth writes ● Grammar worksheets based off of student/class need ● Independent Reading Responses ● IXL ● God/Goddess Creations ● Parody drafts ● Song parodies </td> <td data-bbox="993 443 1518 1073"> <ul style="list-style-type: none"> ● Pandora’s Box Projects ● Greek Mythology Test ● Song Parody Projects ● Greek Myth Parodies </td> <td data-bbox="1518 443 1932 1073"> <ul style="list-style-type: none"> ● Students choose own groups and write lines for parodies, allowing students to choose size of roles when it comes to performance </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Myth response/comprehension questions ● Quizzia ● Kahoot ● Commonlit ● Socratic Seminars ● Creative myth writes ● Grammar worksheets based off of student/class need ● Independent Reading Responses ● IXL ● God/Goddess Creations ● Parody drafts ● Song parodies 	<ul style="list-style-type: none"> ● Pandora’s Box Projects ● Greek Mythology Test ● Song Parody Projects ● Greek Myth Parodies 	<ul style="list-style-type: none"> ● Students choose own groups and write lines for parodies, allowing students to choose size of roles when it comes to performance
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Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Basic Greek culture (as taught by Social Studies class) ● What polytheistic religion entails 								
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Think, Pair, Share ● Modeling ● Class Essays/Writes ● Compare/Contrast myths ● Direct instruction 								

	<ul style="list-style-type: none"> ● Grouping/cooperative learning ● Scaffolding ● Socratic Seminars ● Self-assessments via IXL and Quizzia ● Conferencing ● Self discovery via reading myths to define traits 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Graphic organizers ● Highlight/underline key words in both directions and texts ● Simplify language ● Visual/verbal cues ● Additional time 	<ul style="list-style-type: none"> ● Additional time for writing ● Grade creative myths for core components/understanding of what makes a myth ● Graphic organizers ● Read passages of text aloud/as a class instead of individually ● Simplify assignment directions 	<ul style="list-style-type: none"> ● Highlight/underline key words in directions ● Simplify language ● Visual/verbal cues ● Additional time ● Allow retakes/redos ● Graphic organizers ● Chunk narrative assignments/essay writing 	<ul style="list-style-type: none"> ● Increasing rigor or length of myths ● Chance to read additional myths not covered

Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> ● Student conferencing ● Choice of reading passages ● Choice board for silent reading responses ● Independent reading choice book ● Enhanced directions/clarification 		<ul style="list-style-type: none"> ● Pandora’s Box Project - creative project/lots of freedom for interpretation and individualization ● Reading responses to independent texts ● Greek myth parodies 	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Tier 2: analyze, underdog, god, goddess, hero, legend, conflict, supernatural, theme, myth, culture, write, develop, respond, polytheism, fate, monster ● Tier 3: protagonist, antagonist, Olympian Gods (and their individual Latin and Greek names), Elysium Fields, underworld, labyrinth, immortality, lyre, narcissism, prophecy, oracle, parody, satire ● S and A - students use GoogleDocs to write their essays/myths. Students receive feedback on document and conference with teacher via comments throughout the writing process ● A - Students write pieces together via a shared document ● S - Quizziz and Kahoot used as review sources ● A - GoogleForms Assessments ● A - IXL for tiering homework assignments ● R - students have the option to create music videos as a part of their parody lessons 			
Interdisciplinary Connections NJ Student Learning Standards	<p>Social Studies: 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</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>CRP11: Use technology to enhance productivity.</p>			
21st Century Themes/Skills P21 Framework	Themes		Skills	

	<ul style="list-style-type: none"> ● Global Awareness (understanding of Ancient Greek/Roman culture) 	<ul style="list-style-type: none"> ● Creativity and Innovation ● Communication and Collaboration
Resources/Materials	<p>Core Texts:</p> <ul style="list-style-type: none"> ● “Demeter and the Four Seasons” ● “Greek Creation Myth” ● “Perseus and Medusa” ● “Hera” ● James Baldwin’s Series of “Old Greek Stories” (Various pieces) ● Commonlit <ul style="list-style-type: none"> ○ “Jupiter and His Mighty Company End the Golden Age” by James Baldwin ○ “Apollo and Hyacinthus” by Thomas Bulfinch ○ “Arachne” by Olivia E. Coolidge ○ “Pygmalion” Ovid, Translated by Anthony S. Kline ○ “Echo and Narcissus” Ovid, Translated by Brookes More ○ “Theseus and the Minotaur” by E2BN.org ● Independent Choice Reading (Leveled) <p>Materials: myth notes, parody notes, binders, notebooks, Chromebooks, timer, pencils/pens, construction paper, colored pencils, worksheets for grammar, worksheets for reading comprehension, highlighters</p>	