BRICK TOWNSHIP PUBLIC SCHOOLS
LANGUAGE ARTS CURRICULUM

Content Area: English Language Arts

Course Title: Grade 8 ELA

Grade Level: Grade 8

Unit 1 - Achieving Success	5-6 weeks
Unit 2 - Will to Survive	5-6 weeks
Unit 3 - Influence of Art	5-6 weeks
Unit 4 - Future	5-6 weeks
Unit 5 - Science Fiction and Society	5-6 weeks
Unit 6 - Childhood Experiences	5-6 weeks
Unit 7 - Change the World	5-6 weeks
Unit 8 - The Novel: *Endangered*	5-6 weeks
Unit 9 - The Novel: *Make Lemonade*	5-6 weeks
Unit 10 - Holocaust Studies	5-6 weeks

Date Created:	July 2016
Board Approved on:	September 2016

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 1

Content Area: English Language Arts

Unit Title: Achieving Success - Unit 1

Target Course/Grade Level: 8

Unit Summary

In these texts, readers discover how authors develop characters with the strength to survive extreme environments.

Primary interdisciplinary connections:

Common Core Science and Technical Subjects Standards

Common Core Social Studies Standards

Individual and Society: The college admissions process, including the SATs

Technology: Definition and history of MOOCs

21st Century Themes: Business, financial, economic and entreprenuerial literacy

Learning Targets

New Jersey Student Learning Standards

Reading Informational Standards:

RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

R.8 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.8.4 - 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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining 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.10 - Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards:

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

W. 8.1.A - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1.D - Establish and maintain a formal style.
W.8.1.E - Provide a concluding statement or section that follows from and supports the argument presented.
W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
W.8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

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.8.1.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.
SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Language Standards:

L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1.A - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2.C - Spell correctly.
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.
L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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.

Unit Essential Questions	Unit Enduring Understandings
● Should students who are applying to college be judged equally on their grades and extracurricular activities?	*Students will understand that…* ● academic vocabulary, root words and suffixes, and context clues are an important part of comprehending text. ● there is value in locating specific evidence, key ideas and details in informational text as it helps to fully comprehend the text. ● a good argumentative essay must have a thesis statement and thesis statements have a specific format and function.

Unit Objectives
Students will know…
● Target Word Analysis: *Multiple Meaning Words, Base Words and Suffixes*
   ● Context Clues
   ● Literary Elements: *rhetorical question, tone*
   ● Text Feature: *subheading*
   ● Figurative Language: *metaphor*
   ● Identifying Evidence: *Analyze Individuals and Experiences*
   ● Determine the Central Idea
   ● Structure of an Essay: *Sensory Details, Perspective*
   ● Argumentative Essay: *introduction, body paragraphs, conclusion, thesis sentence, claim, counterclaim, relevant evidence*
   ● Understanding Verbals
	Unit Objectives
	Students will be able to…
	● find the context clue to determine the meaning of the Target Words with multiple meanings.
	● identify the base words and suffixes.
	● explain the use of rhetorical questions and what they suggest about the text.
	● define and analyze author's tone.
	● identify text features, specifically subheadings.
	● explain the effect of the author's use of metaphors.
	● analyze specific evidence and how it introduces, illustrates, and elaborates upon the individual or his/her experiences.
	● use evidence to summarize the key idea that Mendoza conveys about herself and the details she uses to support her idea.
	● explain a writer's use of sensory details.
	● define perspective and strategies authors use to convey their perspective.
	● note details and explain how they support the central idea.
	● construct a thesis sentence to present a clear plan for the essay and state the author's position.
	● include clear reasons and relevant evidence to support a claim.
	● define and identify verbals.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments -
- End-of-Day checks for each lesson
- Multiple Meaning Words Activity
- Transtition Words Activity
- Sensory Details activity
- Word Family Resources
- Author's tone Resources

- On-Demand Writing assignments
- End of day Check Questions
- Greek and Latin Root Resources
- On-demand Writing Activity
- Graphic Organizers
- Journals
- Cooperative teaching groups
- Teacher-constructed rubricc assessments
- Peer editing
- Self-evaluation form
- Teacher Observation
- Teacher conferences
- Speaking rubrics
- Video viewing questions
- Higher-level thinking multiple choice test for short stories and novels
- Timed reading and writing
- Literary short-constructed responses
- Multi-media projects

Summative Assessments
- *Code X Common Core Assessment Guide: Course III* Unit 1 Assessment p. 1-10
  - Assessment Time - 2 days

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring

- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- *CodeX Common Core: Course III* Textbook
  - **Personal Essay:** "Essays That Make a Difference" p. 11

- - **News Article:** "The Year of the MOOC" p. 23
  - **Extended Reading (optional)**
    - **Magazine Excerpt:** "A Homeless Girl's Dream" p. 50
  - **Novels** (optional)
    - *The Outsiders* S.E. Hinton
    - *The Wave* Todd Strasser
- Achieve3000
- Google Chromebooks
- Whiteboard
- Interactive Whiteboard
- Microsoft PowerPoint

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 2

Content Area: English Language Arts

Unit Title: Will to Survive - Unit 2

Target Course/Grade Level: 8

Unit Summary

In these texts, readers discover how authors develop characters with the strength to survive extreme environments.

Primary interdisciplinary connections:

Common Core Science and Technical Subjects Standards

Common Core Social Studies Standards

Geography: Location of Arctic; Native people including Inuit, Buryat, Chukchi, Evenks, and Yupic

Science: Animals in the Artic and the adaptations that allow them to survive; Facts about tigers in the world

21st Century Themes:

Global Awareness; Environmental Literacy

Learning Targets

New Jersey Student Learning Standards

Reading Literature Standards:

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.8.3 - 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.8.5 - 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) create such effects as suspense or humor.

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

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

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

Reading Informational Text Standards:

RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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. 8.4 - 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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining 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.8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing Standards:

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

W.8.2.A - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.B - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.C - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E - Establish and maintain a formal style.

W.8.2.F - 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

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.

W.8.9.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").

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

Speaking and Listening Standards:

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.8.1.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.

SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

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.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 herefor specific expectations.)

Language Standards:

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

L.8.1.B - Form and use verbs in the active and passive voice.

L.8.1.D - Recognize and correct inappropriate shifts in verb voice and mood.

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

L.8.2.A - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.C - Spell correctly.

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.

L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

L.8.5.A - Interpret figures of speech (e.g. verbal irony, puns) in context.

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.

Unit Essential Questions	Unit Enduring Understandings
● What inspires the will to survive an extreme environment?	*Students will understand that…* ● reviewing academic vocabulary, context clues and base words & suffixes are an important part of comprehending text. ● there is value in identifying specific evidence, key ideas and details in fictional text as it helps to fully comprehend the short story. ● a literary analysis is a type of informative essay which includes details on how a theme is developed and supported in a work of literature through story elements such as character, dialogue and setting.
Unit Objectives	**Unit Objectives**
Students will know… ● Target Word Analysis: *Word Families* ● Base Words and Suffixes ● Identifying Evidence: *Analyze Individuals, Events, and Ideas* ● Determining the Central Idea ● Literary Elements: *Point of View, Conflict-external & internal, rising action, climax, resolution* ● Figurative Language: *irony, analogy, metaphor, hyperbole* ● Compare & Contrast: *text vs. film* ● Literary Analysis: *thesis, topic sentence, body paragraphs, supporting sentences, conclusion* ● Gathering Evidence ● Supporting a Generalization ● Active and Passive Voice	*Students will be able to…* ● find context clues to determine the meaning of each Target Word. ● identify the base word and suffix in each Target Word. ● describe the setting of the story and its importance to the plot. ● describe the conflict between Keesh and the elders. ● explain how Keesh's successful hunting trip contributes to the rising action of the story's narrative. ● use the evidence collected to summarize the key idea of London's short story. ● explain why each individual introduced is important to the central idea. ● explain how each event is important to the central idea. ● identify the narrator's point of view. ● explain the irony of Pi's reaction to losing "all hope". ● analyze Pi's use of an analogy. ● explain the author's use of a metaphor. ● explain the effect of using hyperbole to describe the emergency food rations. ● explain how specific evidence introduces, illustrates, or elaborates on individuals, events and ideas. ● provide textual evidence to support individual character traits. ● compare and contrast narrator's point of view in two stories. ● compare and contrast the same scene in the text and movie version of *Life of Pi*. ● examine how an author uses characters' thoughts and actions to develop the theme of

	survival in an extreme environment.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments
- Think (Write)-Pair-Share
- Idea Wave
- Academic Vocabulary
- Reading
- Summarize
- On Demand Writing
- Socratic Seminars
- Unpack the Task
- The Writing Process
- Self-Evaluation & Peer Feedback

Summative Assessments
- *Code X Common Core Assessment Guide: Course III* Unit 2 Assessment p. 11-19
  - Assessment Time - 2 days

Modifications (ELLs, Special Education, Gifted and Talented)
 At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- *CodeX Common Core: Course III* Textbook
  - **Short Story:** "The Story of Keesh" p. 61
  - **Novel Excerpt:** *Life of Pi* p. 78
  - **Extended Reading**
    - **Novel Excerpt:** *The Lost Island of Tamarind* p. 110
  - **Novels** (optional)
    - *The Outsiders* S.E. Hinton
    - *The Wave* Todd Strasser
- Achieve3000
- Google Chromebooks
- Interactive Whiteboard

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 3

Content Area: English Language Arts

Unit Title: Influence of Art - Unit 3

Target Course/Grade Level: 8

Unit Summary

In these texts, readers discover how letters and a short story show the power of art as a means for connecting with other people creatively.

Primary interdisciplinary connections:

Common Core Science and Technical Subjects Standards

Common Core Social Studies Standards

Arts: Artists at work

World History: Vietnam War

US History: Vietnam Veterans Memorial

21ˢᵗ Century Themes:

Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy

Learning Targets

New Jersey Student Learing Standards

Reading Literature Standards:

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.8.3 - 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.8.5 - 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) create such effects as suspense or humor.

Reading Informational Text Standards:

RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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.

Writing Standards:

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

W.8.1.A - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.C- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.D - Establish and maintain a formal style.

W.8.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

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

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 interact and collaborate with others.

W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

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

Speaking and Listening Standards:

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.8.1.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.

SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.D - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

Language Standards:

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

L.8.1.B - Form and use verbs in the active and passive voice.

   L.8.1.D - Recognize and correct inappropriate shifts in verb voice and mood.*

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

L.8.2.B - Use an ellipsis to indicate an omission.

L.8.2.C - Spell correctly.

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

L.8.3.A - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

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

L.8.5.A - Interpret figures of speech (e.g. verbal irony, puns) in context.

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.

CONTENT STANDARDS LINK:

Unit Essential Questions	Unit Enduring Understandings
● How does art influence your everyday life?	*Students will understand that…* ● academic vocabulary, root words and suffixes, and context clues are an important part of comprehending text. ● there is value in locating specific evidence, key ideas and details in informational text as it helps to fully comprehend the text. ● there is importance in being able to utilize context clues in order to perform a

	closer reading of a text and then summarize the specific key ideas being discussed within the work of literature.
Unit Objectives *Students will know…* ● Target Word Analysis: *Greek and Latin Roots, Suffixes* ● Word Families ● Context Clues ● Literary Elements: *anecdote, mood* ● Figurative Language: *situational irony* ● Identifying Evidence: *Analyze Individuals, Events, and Ideas* ● Determining the Central Idea ● Author's Purpose ● Argumentative Essay: *introduction, body paragraphs, conclusion, claim, topic sentence, evidence* ● Selecting Strong Supporting Evidence ● Verb Mood ● Research Simulation Task	**Unit Objectives** *Students will be able to…* ● define various words sharing the Greek root word *path*. ● define the suffixes *-ation* and *-ive*. ● define various terms using Word Families to identify base words. ● make inferences to determine the meaning of words. ● define anecdotes and explain how they illustrate Smith's ideas about stepping outside. ● explain how each piece of evidence introduces, illustrates, elaborates or develops characters, events, and ideas. ● identify the topic of each letter and explain its significance to Smith's central idea. ● explain how each character is important to the central idea. ● explain why each event is important to the central idea. ● define and identify author's purpose. ● define mood and identify descriptive details and sensory language the author uses to create the mood. ● explain how the story's conflict is an example of situational irony. ● state a claim and support it with logical reasons and relevant evidence from the text. ● write an essay arguing whether a person needs knowledge and empathy to create great art. ● identify the verb mood in a sentence. ● use relevant evidence to support a claim agreeing or disagreeing with displaying graffiti as art at a show.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments
- End of day Check Questions
- Greek and Latin Root Resources
- On-demand Writing Activity
- Graphic Organizers
- Journals
- Cooperative teaching groups
- Teacher-constructed rubric assessments

- Peer editing
- Self-evaluation form
- Teacher Observation
- Do-nows
- Teacher conferences
- Speaking rubrics
- Video viewing questions
- Higher-level thinking multiple choice test for short stories and novels
- Timed reading and writing
- Literary short-constructed responses
- Multi-media projects

Summative Assessments

- *Code X Common Core Assessment Guide: Course III* Unit 3 Assessment p. 20-28
    - Assessment Time - 2 days
- Research Simulation Task

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher directed learning to student directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes

- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- *CodeX Common Core: Course III* Textbook
  - **Letters:** *Letters to a Young Artist* p. 123
  - **Short Story:** "Zebra" p. 135

- ○ **Extended Reading (optional)**
  - ■ **Poem:** "I Want to Write" p. 180
- ○ **Novels** (optional)
  - *The Outsiders* S.E. Hinton
  - *The Wave* Todd Strasser
- Achieve3000
- Google Chromebooks
- Whiteboard
- Interactive Whiteboard
- Microsoft PowerPoint
- www.edcite.com; Research Simulation Task titled, "Is Graffiti Art or Vandalism?" by Steve Dolan (Includes Article, Video and Editorial)

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 4

Content Area: English Language Arts

Unit Title: Effective Teamwork - Unit 4

Target Course/Grade Level: 8

Unit Summary

Magazine articles and a book excerpt describe the qualities that make a winning technology team.

Primary interdisciplinary connections:

Common Core Science and Technical Subjects Standards
Common Core Social Studies Standards

Technology: Robots in space, The founders of Apple, Inc., Massachusetts Institute of Technology

21st Century Themes:

Global Perspectives; Financial, Economic, Business, and Entrepreneurial Literacy

Learning Targets

New Jersey Student Learning Standards

Reading Informational Text Standards:

RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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 (e.g., through comparisons, analogies, or categories).
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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining 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.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
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 a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing Standards:

W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2.A - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2.B - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2.C - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.E - Establish and maintain a formal style.
W.8.2.F - 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
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.8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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.8.1.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.
SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1.D - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 herefor specific expectations.)

Language Standards:

L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1.C - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L. 8.2. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L. 8.2.C - Spell Correctly
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.
L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
L.8.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L. 8.5. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5.A - Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5.B - Use the relationship between particular words to better understand each of the words.
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.

Unit Essential Questions	Unit Enduring Understandings
● What makes a good team worth more than the sum of its individual parts?	*Students will understand that…* ● academic vocabulary, root words and suffixes, and context clues are an important part of comprehending text. ● there is value in locating specific evidence, key ideas and details in informational text as it helps to fully comprehend the text. ● informative essays serve an important purpose of dispersing information in a logical, organized way.
Unit Objectives *Students will know…* ● Target Word Analysis: *Word Families, Latin and Greek Root Words* ● Using References ● Context Clues ● Text Features: *Typeface* ● Text Structure: *Sequence* ● Figurative Language: *Simile* ● Literary Element: *Tone*	**Unit Objectives** *Students will be able to…* ● explain how words in word families are related. ● use a pronunciation guide when encountering a an unknown vocabulary word. ● use context clues to determine the meaning of unknown words. ● depict relationships between words based on Latin and Greek, specifically *fundere*.

● Identifying Evidence: *Analyze Individuals, Events, and Ideas* ● Determining the Central Idea ● Structure of an Essay: *Narrative Nonfiction, Perspective, Biography* ● Analyze Individuals, Events and Ideas ● Informative Essay: *introduction, body paragraphs, conclusion, thesis statement, topic choice, relevant evidence* ● Gathering Evidence ● Compare and Contrast: *Perspective* ● Organizing a Paragraph	● define typeface and explain the purpose of boldfacing specific terms in a story/article ● define simile and explain how similies help illustrate differences and/or similarities. ● explain how the evidence introduces, illustrate, or elaborates on individuals, events, and ideas. ● explain how each character is important to the central idea. ● explain why specific events are important to the central idea. ● define narrative nonfiction and identify examples. ● recall perspective and explain how author's convey perspective. ● analyze author's tone and choose supporting evidence which helped create the tone. ● define sequence and identify words and phrases used by the author to convey the sequence of events ● define a biography and identify key features. ● determine Davis' perespective on the factors necessary for building a strong team. ● analyze Davis' perspective and either compare or contrast it with Isaacson's perspective. ● identify key elements and create an organized paragraph.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments
- End of day Check Questions
- Greek and Latin Root Resources
- On-demand Writing Activity
- Graphic Organizers
- Journals
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher Observation
- Do-nows
- Teacher conferences
- Speaking rubrics
- Video viewing questions
- Higher-level thinking multiple choice test for short stories and novels

- Timed reading and writing
- Literary short-constructed responses
- Multi-media projects

Summative Assessments

- *Code X Common Core Assessment Guide: Course III* Unit 4 Assessment p. 29-39
  - Assessment Time - 2 days

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths

- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:
- *CodeX Common Core: Course III* Textbook
  - **Magazine Article:** "La Vida Robot" p. 187
  - **Biography Excerpt:** *Steve Jobs* p. 203
  - **Extended Reading (optional)**
    - **Science Article:** "Building the Future" p. 234
  - **Novels** (optional)
    - *The Outsiders* S.E. Hinton
    - *The Wave* Todd Strasser

- Achieve3000
- Google Chromebooks
- Whiteboard
- Interactive Whiteboard
- Microsoft PowerPoint

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 5

Content Area: English Language Arts

Unit Title: Science Fiction and Society - Unit 5

Target Course/Grade Level: 8

Unit Summary

Science fiction stories show us how characters react when faced with aliens on the attack.

Primary interdisciplinary connections:

Common Core Science and Technical Subjects Standards

Common Core Social Studies Standards

Fine Art: The classic radio production "Zero Hour"
Science: Mars in the Solar System

21st Century Themes:
Global Awareness; Environmental Literacy

Learning Targets

New Jersey Student Learning Standards

Reading Literature Standards:

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3 - 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.8.5 - 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.8.8 - 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.
RL.8.9 - Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
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.

Writing Standards:

W.8.1- Write arguments to support claims with clear reasons and relevant evidence
W.8.1.A - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1.B- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1.D - Establish and maintain a formal style.
W.8.1.E - Provide a concluding statement or section that follows from and supports the argument presented.
W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2.A - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2.B - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2.C - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.E - Establish and maintain a formal style.
W.8.2.F - 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.9.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").
W.8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

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.8.1.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.

SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.D - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 herefor specific expectations.)

Language Standards:

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.8.2.C - Spell Correctly

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.

L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

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

L.8.5.B - Use the relationship between particular words to better understand each of the words.

L.8.5.C - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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.

Unit Essential Questions	Unit Enduring Understandings
	Students will understand that…
● How does science fiction capture society's fears?	● academic vocabulary, root words and suffixes, and context clues are an important part of comprehending text.
	● there is value in locating specific evidence, key

	ideas and details in informational text as it helps to fully comprehend the text. ● a good literary analysis must have a thesis statement and explore the author's use of characters and events to compare the development of a theme.
Unit Objectives *Students will know…* ● Target Word Analysis: Suffixes, Greek Root Words ● Literary Elements: *Foreshadowing, Theme, Mood* ● Context Clues ● Figurative Language: *Hyperbole, Personification* ● Identifying Evidence: *Analyze Characters, Events, and Ideas* ● Determining the Central Idea ● Genres: *Graphic Short Stories* ● Author's Purpose ● Compare and Contrast: *Theme Development* ● Literary Analysis: *introduction, body paragraphs, conclusion, thesis statement* ● Gathering Evidence ● Combining and Rewriting Sentences ● Using Transitions	**Unit Objectives** *Students will be able to…* ● define the suffix *-sion* and determine the meaning of Target Words ending in *-sion.* ● use context clues to determine the definition of unknown terms. ● use the Greek root *agon* to define unknown terms. ● recall the definition and explain the use of hyperbole. ● define foreshadowing and identify the author's use in the graphic short story. ● explain how specific evidence introduces, illustrates, or elaborates on individuals, events, and ideas. ● explain why each key character is important to the central idea of the story. ● explain why specific events are important to the eheme of the story. ● explain the author's desired effect when writing a graphic adaption of a short story. ● define and identify theme. ● define and identify the mood of the story. ● define personification and explain its effect. ● identify the author's purpose. ● compare and contrast how authors use descriptions of characters and events to develop the theme. ● compare and contrast the characters and events in each text and how the authors develop them. ● combine senetences using transisition words, such as *because* and *since,* to add interest and variety to writing style.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments
- End of day Check Questions
- Greek and Latin Root Resources
- On-demand Writing Activity

- Graphic Organizers
- Journals
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher Observation
- Do-nows
- Teacher conferences
- Speaking rubrics
- Video viewing questions
- Higher-level thinking multiple choice test for short stories and novels
- Timed reading and writing
- Literary short-constructed responses
- Multi-media projects

Summative Assessments

- *Code X Common Core Assessment Guide: Course III* Unit 5 Assessment p. 40-48
  - Assessment Time - 2 days

Modifications (ELLs, Special Education, Gifted and Talented)
 At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed

- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes

- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- *CodeX Common Core: Course III* Textbook
  - **Graphic Short Story:** "Zero Hour" p. 245
  - **Novel Excerpt:** *The War of the Worlds* p. 267
  - **Extended Reading (optional)**
    - **Short Story:** "The Invasion From Outer Space" p. 292
  - **Novels** (optional)
    - *The Outsiders* S.E. Hinton
    - *The Wave* Todd Strasser
- Achieve3000
- Google Chromebooks
- Whiteboard
- Interactive Whiteboard
- Microsoft PowerPoint

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 6

Content Area: English Language Arts
Unit Title: Childhood Experiences - Unit 6
Target Course/Grade Level: 8
Unit Summary A book review and memoirs show that children who grow up in violence can sometimes become adults who seek only understanding and peace.   **Primary interdisciplinary connections:** Common Core Science and Technical Subjects Standards Common Core Social Studies Standards   **Geography:** Sierra Leone, Great Britain, Cambodia, France **World History:** Decolonization of Africa; Khmer Rouge regime   **21st Century Themes:** Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy
Learning Targets
New Jersey Student Learning Standards: **Reading Informational Standards:**   **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 (e.g., through comparisons, analogies, or categories). **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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining 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.8.10** - By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, scaffolding as needed.   **Writing Standards:**   **W.8.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts,

and information through the selection, organization, and analysis of relevant content.

W.8.2.A - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.B - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.C - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E - Establish and maintain a formal style.

W.8.2.F - 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

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.

W. 8.9.B - Apply grade 8 Reading standards to literary nonfiction (e.g. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when relevent evidence is introduced.)

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

Speaking and Listening:

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.8.1.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.

SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL. 8.1.C - Pose questions that connect the ideas f several speakers and respond to other's questions and comments with relevant evidence, observations, and ideas

SL. 8.1.D - Acknowledge new information expressed by others, and, when warratned, qualify or justify their own views in ight of the evidence presented.

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.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for

specific expectations.)

Language Standards:

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

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

L. 8.2.C - Spell Correctly

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.

L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L. 8.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L. 8.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

L. 8.5.C - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

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.

Unit Essential Questions	Unit Enduring Understandings
	Students will understand that…
● How do childhood experiences influence our lives?	● academic vocabulary, root words and suffixes, and context clues are an important part of comprehending text.
	● there is value in locating specific evidence, key ideas and details in informational text as it helps to fully comprehend the text.
	● a good informative essay must have a thesis statement and supportive relevant details.

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
● Target Word Analysis: *Word Families*	● recall and apply past knowledge of word families to define unknown Target Words.
● References: *Dictionary, Thesaurus*	● define a Book Review and identify key elements of an effective review.
● Genre: *Book Review, Memoir*	● explain how the author uses specific
● Literary Elements: *Symbolism, Mood, Flashback*	evidence to introduce, illustrate, or elaborate on characters and their experiences, as well as
● Figurative Language: *Personification*	their ideas.
● Identifying Evidence: *Analyze*	● summarize the key idea of the book

Individuals, Events, and Ideas ● Determining the Central Idea ● Word Choice ● Perspective ● Author's Purpose ● Informative Essay: *introduction, body paragraphs, conclusion, thesis statement, topic sentence, supporting sentences, relevant evidence* ● Describing a Sequence of Events ● Using Precise Language/Domain Specific Vocabulary	review. ● explain why key events are important to the central idea. ● analyze word choice and how it conveys an idea about a book. ● analyze the effect of author's experiences on his/her perspective. ● define a memoir and identify key words which help signal the text is a memoir. ● identify and explain author's use of symbolism. ● identify what the author explains through personification. ● examine the author's word choice to idenitfy mood. ● explain the purpose of a flashback. ● explain how key groups of people are important to the central idea of a memoir. ● identify the author's general purpose. ● use relevant evidence to convey ideas and experiences. ● analyze in detail how childhood wartime experiences had an impact on the characters' lives. ● consider how the author introduces, illustrates, and elaborates upon the events. ● add sequence signal words to clarify the sequence of a sentence. ● evaluate sentences from writing drafts for precise language and domain-specific vocabulary. ● use precise language and domain-specific vocabulary to make writing more clear.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments
- End of day check questions
- Word family activity
- Citing soures Resources
- Self-evaluation and Feedback check
- Domain Specific Vocabulary Resources
- Precise Language Resources
- Exit tickets/questions
- End of day Check Questions
- Greek and Latin Root Resources
- On-demand Writing Activity
- Graphic Organizers

- Journals
- Cooperative teaching groups
- Teacher-constructed rubricc assessments
- Peer editing
- Self-evaluation form
- Teacher Observation
- Do-nows
- Teacher conferences
- Speaking rubrics
- Video viewing questions
- Higher-level thinking multiple choice test for short stories and novels
- Timed reading and writing
- Literary short-constructed responses
- Multi-media projects

Summative Assessments

- *Code X Common Core Assessment Guide: Course III* Unit 6 Assessment p. 49-56
  - Assessment Time - 2 days

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily

- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- *CodeX Common Core: Course III* Textbook
  - **Book Review:** "Babes in Arms" p. 301
  - **Memoir Excerpt:** *First They Killed My Father* p. 311
  - **Extended Reading (optional)**
    - **Memoir Excerpt:** *A Long Way Gone* p. 340
  - **Novels** (optional)
      - *The Outsiders* S.E. Hinton
      - *The Wave* Todd Strasser
- Achieve3000
- Google Chromebooks
- Whiteboard
- Interactive Whiteboard
- Microsoft PowerPoint

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 7

Content Area: English Language Arts

Unit Title: Change the World - Unit 7

Target Course/Grade Level: 8

Unit Summary

Book excerpts share the stories of individuals who grew up on the front lines of the Civil Rights Movement and demonstrated the strength of character needed to change the world.

Primary interdisciplinary connections:

Common Core Science and Technical Subjects Standards

Common Core Social Studies Standards

Georgraphy: Little Rock, Arkansas

U.S. History: Civil Rights Movement

Individual and Society: The iconic photographic from Central High School

21st Century Themes:

Global Awareness; Civic Literacy; Financial, Economic, Business, and Entrepreneurial Literacy

Learning Targets

New Jersey Student Learning Standards

Reading Informational Standards:

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 (e.g., through comparisons, analogies, or categories).

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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining 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.8.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, scaffolding as needed.

Writing Standards:

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

W.8.3.A - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E - Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

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 interact and collaborate with others.

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

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

Speaking and Listening Standards:

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.8.1.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.

SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

SL.8.1.D - Acknowledge new information expressed
by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

SL.8.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and suffiency of the evidence and identifying when irrelevant

evidence is introduced.

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

Language Standards:

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.8.2.C - Spell correctly.

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.

L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

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

L.8.5.B - Use the relationship between particular words to better understand each of the words.

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.

Unit Essential Questions	Unit Enduring Understandings
● What does a difficult situation reveal about a person?	*Students will understand that…* ● academic vocabulary, root words and suffixes, and context clues are an important part of comprehending text. ● there is value in locating specific evidence, key ideas and details in informational text as it helps to fully comprehend the text. ● a good historical fiction novel includes dialogue, descriptive details and character reflection.
Unit Objectives *Students will know…* ● Target Word Analysis: *Base Words and Affixes, Latin Roots* ● Context Clues ● Connotation ● Figurative Language: *Hyperbole* ● Literary Elements: *Character Development* ● Argumentative: *Claim* ● Identifying Evidence: *Analyze Individuals, Events, and Ideas*	**Unit Objectives** *Students will be able to…* ● use root words, prefixes and suffixes to determine the meaning of an unknown term. ● find the context clues to determine the meaning of the Target Words. ● use the Latin root *memor* to define unknown terms. ● explain the use of hyperbole and what it helps communicate. ● identify evidence to support the author's claim.

● Determine the Central Idea ● Genre: *Nonfiction* ● Perspective ● Historical Fiction Narrative: *Dialogue, Descriptive Details, Reflection* ● Narration with Variety ● Using Transition Words and Phrases	● explain how specific evidence introduces, illustrates, or elaborates on individuals, events, and ideas. ● explain how key individuals or groups are important to the central idea. ● explain how key quotations/dialogue from the excerpt are important to the central idea. ● explain why key events are important to the central idea. ● identify the author's perspective. ● list details which help the reader to understand the author's perspective. ● identify the connotation of words. ● analyze character development through a character's thoughts. ● select narrative techniques used in the texts to incorporate into a historical fiction narrative. ● vary sentence patterns to connect experiences and events in interesting ways. ● use transitional words and phrases to create cohesion and clarify the relationships among events, settings, and individuals.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments
- End of Day Check Questions
- Base Words and Affixes Activity
- Convention Support Resources
- Do Now (Checking knowledge of previous day)
- Exit tickets/questions

Summative Assessments
- *Code X Common Core Assessment Guide: Course III* Unit 7 Assessment p. 57-65
  - Assessment Time - 2 days

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities

- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- *CodeX Common Core: Course III* Textbook
  - **Book Excerpt:** *The Little Rock Nine: Struggle for Integration* p. 351
  - **Book Excerpt:** *Elizabeth and Hazel: Two Women of Little Rock* p. 361
  - **Extended Reading (optional)**
    - **Memoir Excerpt:** *Warriors Don't Cry* p. 384
    - **Interview Excerpt:** "Minnijean Brown Trickey Looks Back" p. 388
  - **Novels** (optional)
    - *The Outsiders* S.E. Hinton
    - *The Wave* Todd Strasser
- Achieve3000
- Google Chromebooks
- Whiteboard
- Interactive Whiteboard
- Microsoft PowerPoint

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 8

Content Area: English Language Arts
Unit Title: Novel Study *Endangered* by Eliot Schrefer - Unit 8
Target Course/Grade Level: 8th

Unit Summary

The story of Sophie Biyoya-Ciardulli and her life with her mother in the Congo. Sophie is the child of a white man and a black woman. She spends her early years in the Congo until her father gets a job in Miami, Florida. By then, her mother has devoted herself to creating a sanctuary for bonobos and refuses to leave the Congo. Her parents divorce and Sophie leaves with her father to attend school in America, while her mother continues to work on the sanctuary. Sophie spends summers with her mother.

Primary interdisciplinary connections:

Common Core Science and Technical Subjects Standards

Common Core Social Studies Standards

21st Century Themes:

Global Awareness; Environmental Literacy; Financial, Economic, Business, and Entrepreneurial Literacy

Learning Targets

New Jersey Student Learning Standards:

Reading Literature Standards:

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.8.3 - 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.8.5 - 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) create 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.

Writing Standards:

W.8.1.A - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.2 - Write informative/explanatory texts to examine and convey complex ideas and

information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.2.A - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.B - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.C - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E - Establish and maintain a formal style.

W.8.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

W.8.3.A - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E - Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

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 interact and collaborate with others.

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

W.8.9.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").

W.8.9.B - Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

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

Speaking and Listening Standards:

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.8.1.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.

SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

SL.8.1.D - Acknowledge new information expressed
by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

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

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

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

Language Standards:

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

L.8.1.B - Form and use verbs in the active and passive voice.

L.8.1.D - Recognize and correct inappropriate shifts in verb voice and mood.

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

L.8.2.A - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.B - Use an ellipsis to indicate an omission.

L.8.2.C - Spell correctly.

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

L.8.3.A - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

L.8.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

word meanings.

L.8.5.A - Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.B - Use the relationship between particular words to better understand each of the words.

L.8.5.C - Distinguish amoung the connotations of words with similar denotations.

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.

Unit Essential Questions	Unit Enduring Understandings
● How do social issues influence characters?	*Students will understand that…* ● the format of a story can determine the outcome. ● social issues can influence character's decisions.
Unit Objectives *Students will know…* ● Literary Elements: *Plot Structure, Foreshadowing, Conflict, Character Types, Characterization* ● Identifying Audience ● Gathering Evidence ● Word Choice ● Context Clues ● Compare and Contrast: *Current Events v. Fictional Events*	**Unit Objectives** *Students will be able to…* ● write a fictional narrative. ● understand how to unpack a writing prompt. ● gather relevant evidence and organize ideas. ● identify the elements of a story. ● examine the conflict. ● explain the resolution. ● utlize foreshadowing to make predictions. ● compare current events to fictional events. ● understand character types and traits. ● utlize context clues to figure out word meaning.

BRICK TOWNSHIP PUBLIC SCHOOLS   **Evidence of Learning**

Formative Assessments
- Common Core Code X Online Novel Study Guide
  - * Vocabulary
  - * Close Reading Questions
  - * Writing Assignment
- End of day Check Questions
- Greek and Latin Root Resources
- On-demand Writing Activity
- Graphic Organizers
- Journals
- Cooperative teaching groups
- Teacher-constructed rubricc assessments

- Peer editing
- Self-evaluation form
- Teacher Observation
- Do-nows
- Teacher conferences
- Speaking rubrics
- Video viewing questions
- Higher-level thinking multiple choice test for short stories and novels
- Timed reading and writing
- Literary short-constructed responses
- Multi-media projects

Summative Assessments

- End of novel Assessment
- Final draft of essays
- Presentations
- Projects

Modifications (ELLs, Special Education, Gifted and Talented)

At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed

- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- **Novel:** *Endangered*
- *CodeX Common Core: Course III* Online Resources
- *Endangered* Novel Study PDF

- Achieve3000
- Google Chromebooks
- Whiteboard
- Interactive Whiteboard
- Microsoft PowerPoint

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 9

Content Area: ELA

Unit Title: Novel Study *Make Lemonade* by Virginia Euwer Wolff - Unit 9

Target Course/Grade Level: 8th

Unit Summary

Fourteen-year-old LaVaughn dreams of going to college, but her family is poor and the only way she can afford to go is to work part-time while she attends high school. LaVaughn finds a job babysitting for Jolly, a 17-year-old single mother with two children. Jolly, a high school dropout who can barely read, is worried when she is fired from her job (her boss harasses her) and can't make ends meet. Jolly is too proud to apply for welfare, but LaVaughn encourages her to enroll in a high school program for young mothers. But when LaVaughn is about to graduate and Jolly has found a new sense of independence, life brings new changes to their friendship.

Primary interdisciplinary connections:

Common Core Science and Technical Subjects Standards

Common Core Social Studies Standards

21st Century Themes:

Global Awareness; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy

Learning Targets

New Jersey Student Learning Standards

Reading Literature Standards:

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.8.3 - 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.8.5 - 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) create 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.

Writing Standards:

W.8.1.A - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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

W.8.2.A - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.B - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.C - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E - Establish and maintain a formal style.

W.8.2.F- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

W.8.3.A - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E - Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

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 interact and collaborate with others.

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

W.8.9.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").

W.8.9.B - Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

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

Speaking and Listening Standards:

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.8.1.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.

SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

SL.8.1.D - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

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

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

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

Language Standards:

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

L.8.1.B - Form and use verbs in the active and passive voice.

L.8.1.D - Recognize and correct inappropriate shifts in verb voice and mood.

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

L.8.2.A - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.B - Use an ellipsis to indicate an omission.

L.8.2.C - Spell correctly.

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

L.8.3.A - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

L.8.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

L.8.5.A - Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.B - Use the relationship between particular words to better understand each of the words.

L.8.6.C - Distinguish among the connotations of words with similar denotations.

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.

Unit Essential Questions	Unit Enduring Understandings
	Students will understand that…
● How much responsibility should teenagers have to provide for their families? ● What are the effects of attaining a high school/higher ed degree? ● How does family involvement affect one's future? ● Are we "our brother's keepers"?	● prose novels have a specific structure and purpose and style to reading them successfully. ● high school diplomas and college degrees increase opportunity for employment. ● environment plays a role in the opportunities available to certain individuals.
Unit Objectives	**Unit Objectives**
Students will know…	*Students will be able to…*
● Literary Elements: *Plot Structure, Characterization, Suspense, Imagery, Parallel Structure, Story Within a Story* ● Genre: *Free Verse Poetry, Parables* ● Reading Stategies: *Previewing, Predicting* ● Figurative Language	● identify imagery in the novel. ● identify sensory details. ● understand the figurative language in the novel. ● become familiar with stream of consciousness. ● identify character traits. ● examine the elements of suspense in the novel. ● utilize predictions strategies to foreshadow events. ● understand the elements of a story and the story structure.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments

- Common Core Code X Online Novel Study Guide
  - * Vocabulary
  - * Close Reading Questions
  - * Writing Assignment
- Writing assignments
- Discussions
- Narrative elements chart
- graphic organizers
- Journals
- Cooperative learning groups
- Teacher observations
- Rubrics
- Timed reading and writing
- short constructed responses

Summative Assessments

- End of novel Assessment
- Final draft of essays
- Presentations
- Projects

Modifications (ELLs, Special Education, Gifted and Talented)
 At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase

- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking

questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:
- **Novel:** *Make Lemonade*
- *CodeX Common Core: Course III* Online Resources
- Achieve3000
- Google Chromebooks
- Whiteboard
- Interactive Whiteboard
- Microsoft PowerPoint

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: Unit 10

Content Area: English Language Arts

Unit Title: Holocaust Studies - Unit 10

Target Course/Grade Level: 8th

Unit Summary

Provide information and lessons about prejudice, the abuse of human rights, genocide, and the Holocaust.

Primary interdisciplinary connections:

Common Core Science and Technical Subjects Standards

Common Core Social Studies Standards

21st Century Themes:

Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy

Learning Targets

New Jersey Student Learning Standards

Reading Literature Standards:

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

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.

Reading Informational Standards:

RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing:

W.8.1.A - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.4 - Produce clear and coherent writing in which the development, organization, 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 interact and collaborate with others.

W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

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

Speaking and Listening Standards:

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.8.1.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.

SL.8.1.B- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

SL.8.1.D - Acknowledge new information expressed
by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

Language Standards:

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.8.2.A - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.B - Use an ellipsis to indicate an omission.

L.8.2.C - Spell correctly.

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.

Unit Essential Questions	Unit Enduring Understandings
● Why do bad things happen to good people? ● How does one person's experience represent the experience of millions? ● How does one overcome difficult situations? ● How do perceptions of a situation make it more or less stressful? ● How can stress affect individuals? ● What events can suddenly change the course of a person's life? ● Do I realize there is an ongoing battle against the exploitation of the weak by the strong? ● What is freedom? ● What is the relationship between freedom and responsibility?	*Students will understand…* ● how family and religion can influence and drive the motivations and actions of an individual. ● that the Holocaust of WWII had a dramatic impact on individuals and entire cultures. ● that narrative style can be used to convey greater meaning and impact to the reader. ● that remembering the past is an integral part of defining the identity of an individual, family, culture, people, etc.
Unit Objectives *Students will know…* ● Background Knowledge: *Holocaust, WWII* ● Identifying Evidence: *Individuals, Events, and Ideas* ● Literary Elements: *Theme, Motif, Symbolism, Imagery, Allegory, Characterization* ● Determining the Central Idea ● Gathering Evidence ● Compare and Contrast: *Perspective* ● Research Simulation Task: *Claim*	**Unit Objectives** *Students will be able to…* ● analyze background information on the Holocaust in order to explain the impact on literature. ● analyze specific evidence and how it introduces, illustrates, and elaborates upon the individual or his/her experiences. ● explain why specific events are important to the central idea. ● recall perspective and explain how author's convey perspective. ● analyze author's tone and choose supporting evidence which helped create the tone. ● analyze perspective and compare or contrast different point of views based on religion or race. ● use relevant evidence to support a claim agreeing or disagreeing with displaying graffiti as art at a show. ● *compare and synthesize ideas* across multiple texts and the ability to analyze the strength of various arguments. ● *write to sources* rather than write to a de-contextualized prompt. demonstrate their ability to read and comprehend complex informational and literary texts by answering questions that will be sequenced in a way that draw students into deeper encounters with the texts.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments
- Vocabulary Study
- Journals
- Class Discussion
- Small Group Discussion and activities
- Study Guide
- Quizzes
- Research
- Socratic Seminar
- Annotating and answering text-based questions to Primary Documents

Summative Assessments
- Reflection Logs
- Comprehension Assessment
- Research Simulation Task

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher directed learning to student directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily

- Provide peer tutoring
- Small group instruction as needed
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning

- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- **Memoir:** *Night* by Elie Wiesel
- **Play:** "Diary of Anne Frank" by Anne Frank, B.M. Mooyaart
- Achieve3000
- Google Chromebooks
- Whiteboard
- Interactive Whiteboard
- Microsoft PowerPoint
- **Research Simulation Task:** www.edcite.com "Research Simulation" by Erika Kane (Includes Two Articles, and a Video)

Teacher Notes: