NEW HANOVER TOWNSHIP CURRICULUM

GRADE 8

New Hanover Township School
Content Area: English Language Arts

School Mission: ELA 6-8 Students will...

■   Develop autonomy in reading and writing at increasing levels of difficulty and in a variety of genres.

- Create essays, narratives, multimedia presentations, analyses, debates, arguments, a base of research, and collections of media.
- Overcome such misconceptions as: there's only one style to writing, grammar and word choice is unimportant, language has little or no effect on the world, and various medias aren't language arts.
- Overcome such key challenges as deciphering unfamiliar words, determining patterns in and across genres, using evidence to make inferences about author's purpose, theme, author's underlying assumptions, and analyzing decisions that lead to style, tone, and mood.

21st Century Learning The Partnership for 21st Century Learning (P21)
www.P21.org

To help practitioners integrate skills into the teaching of core academic subjects, P21 has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of content knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy. Mastery of key subjects and 21st century themes is essential to student success. Key subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy Learning and Innovation

Skills Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

Suggestions for Differentiation

A variety of teaching strategies and models can aid in reaching diverse learning styles in groups of students and strengthen any learning weaknesses a group may present. Strategies are general approaches to teaching that all individuals use. Tendencies with these choices form our teaching style. For example, planning, organization, communication, feedback, monitoring, questioning, collaborative

grouping, review or closure, and climate support increasing motivation and critical thinking. Models are ways to present content. One's tendency to use one model more frequently is also reflective of an individual's style. Guided discovery model, concept attainment model, integrative model, problem based learning, direct instruction, and lecture-discussion model can be used based on content, teaching style, and student needs. When reteaching or problem solving, choosing a different teaching model may provide new ways to reach students. Overall, it is important for classrooms to experience a wide variety of learning models and strategies, encouraging diversity, awareness, and strengthening different skills.

Summarized from Strategies and Models for Teaching:Teaching Content and Thinking Skills Sixth Edition by Paul Eggen and Don Kauchak

Common Core
College and Career Readiness

ELA Big Ideas K-12:
College and Career Readiness: Reading

Key Ideas and Details::
CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:
CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness: Writing

Text Types and Purposes 1:
CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.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.

CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:
CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
CCSS.ELA-LITERACY.CCRA.W.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 tasks, purposes, and audiences.

College and Career Readiness: Speaking and Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness: Language

Conventions of Standard English:
CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:
CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit: Collection 1: Culture and Belonging

Goals by the end of 8th grade:
RL1, RL2, RL3, RL4, RL9
RI1, RI2, RI3, RI4, RI5, RI6, RI8
SL1a, SL2, SL4, SL5
W2, W4, W7, W8, W9, W9a, W10
L1a, L1b, L1c, L3a, L4a, L4b, L4c, L4d, L6

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task A:
W2a-e, W4, W5, W8

Performance Task B:
W3a-e, W4, W5, W10

Understandings:	Essential Questions:
- Summaries retell elements of a story. - Plot consists of stages one can identify. - Evidence from a text can be used to make inferences about a character. - Central idea and details create structure for a non-fiction text. - Personal essay provides insight based on	- How do people develop their own identity within a new culture? - How do different types of narration reveal aspects of character? - How do story elements impact character?

Students will be able to....
- recognize and analyze the elements of a story's plot and the author's methods of characterization.
- analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details.
- use text features and graphic aides to analyze and understand a non fiction text.
- analyze imagery and figurative language to better understand a memoir.
- recognize elements used in a documentary and understand and evaluate the purpose of each one.
- use imagery and allusion to make inferences about the deeper meaning of a poem.
- write a summary, explanation, and report.
- create a poster.
- hold discussions on text and analyze video.
- use context clues.
- use a glossary.
- identify and use greek prefixes.
- identify and use latin prefixes.
- identify and use imperative mood.
- Identify and use participles.
- Identify and use active and passive voice.

Assessment

Performance Tasks-	Other Evidence
i. Task A: Write an expository essay. Determine a topic, form ideas, research, and organize ideas. Consider audience and purpose. Draft and evaluate essay. Create a finished copy. ii. Task B: Write a personal narrative. Establish the situation, list events, include vivid imagery, consider purpose and audience. Draft and evaluate. Create a finished copy.	Performance Tasks Selection Tests MAP Testing NJASK NJ PARCC Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- Collections by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 2: The Thrill of Horror

Goals by the end of 8th grade:
RL1, RL2, RL3, RL4, RL6, RL7, RL9
RI1, RI2, RI3, RI4, RI6, RI7
SL1, SL1a, SLb, SL1c, SL1d, SL2, SL3, SL4, SL5, SL6,
W2b, W4, W7, W9a, W10,
L1, L1c, L2a, L3a, L4a-d

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task A:
W1a-e, W4, W5, W8, W10, SL4, SL5, SL6

Performance Task B:
W1, W2a-f, W5, w9a, W10

Understandings:	Essential Questions:
■ Horror is a distinct genre. ■ Many elements and author's techniques develop suspense. ■ Authors may gravitate to or repeat common universal themes in many of their pieces of literature. ■ Other forms of media use similar techniques to literature. ■ Writers evaluate other's critiques.	■ Why does horror terrify and fascinate? ■ What tools can help with comprehension? ■ Why do many cultures value storytelling? ■ How does an author's life affect their choice of themes? ■ How can writing models help improve our drafts?

Students will be able to....
- use a thesaurus.
- analyze foreshadowing and literary criticism.
- determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account.
- analyze an essay to determine the author's viewpoint, counterarguments, and elements of language that contribute to the author's style.
- write a profile.
- participate in a debate and discussion.
- write a report.
- create a storyboard.
- use latin roots.
- use suffixes.
- use dashes.
- identify and use correct subject verb agreement.
- identify subjective mood
- use commas appropriately.

Assessment

Performance Tasks-	Other Evidence
i. Task A: Write a persuasive speech. Choose a position, gather information, research, organize ideas, and consider purpose and audience. Draft and evaluate your speech. Perform the final copy. ii. Task B: Write a literary analysis. Choose a story to analyze. Consider the audience and purpose. Identify criteria. Draft and evaluate your analysis. Create a finished copy.	Performance Tasks Selection Tests MAP Testing NJASK NJ PARCC Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- <u>Collections</u> by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 3: The Move Toward Freedom

Goals by the end of 8th grade:
RL1, RL2, RL3, RL4, RL5
RI1, RI3, RI4, RI5, RI6,
W2, W2b, W7, W8, W9b,
SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL4, SL6
L1a, L1c, L3a, L4a, L4d, L5a, L5b, L5c, L6

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task A:
W4, W6, W7, SL5
Performance Task B:
RL1, W2a-f, W5, W7, W9a, SL1a

Understandings:	Essential Questions:
- Mood is created by an author and it supports the author's purpose. - Autobiographies provide a unique perspective on history. - Structure of non-fiction enhances main idea and mood. - Readers use inferences in reading historical fictions, biographies, and autobiographies to understand cause and effect relationships. - Historical fiction highlights human perspectives on historic events. - Drawing conclusions is essential to understanding a text. - Characters' motivations are determined by drawing conclusions from theme, setting, plot, narration, and action of the character. - Evidence is used to support analysis of literature. - Poetry can express powerful emotion.	- What led to the Civil War? - What leads people to heroism? - How can we learn about historical periods in different ways? - How does fiction impact the understanding of history? - How can readers infer the motivations of characters? - How does grammar and word choice affect mood? - What creates a good literary analysis? - What does compare/contrast organization bring to an analysis? - How do author's express powerful emotion?

Students will be able to....
- analyze an autobiography and explain the author's purpose.
- analyze methods of characterization and analyze the author's craft.
- identify and analyze the key elements of historical fiction and examine how authors create mood in a story.
- identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a word's connotation on meaning.
- write a literary analysis and character sketch.
- perform a speech and summary of research.
- use context clues.
- use word relationships.
- interpret figures of speech.
- identify and use conditional mood.
- identify and use indicative mood.
- identify and use gerunds.

Assessment

Performance Tasks-	Other Evidence
iii. Task A: Create a visual presentation. Gather information. Research, evaluate materials, gather images, and consider purpose and audience. Write biographical sketches. Design a presentation. Evaluate your production. Create a final copy to present. iv. Task B: Write a literary analysis. Research, reread the story, participate in group discussions, and plan an analysis. Draft analysis and evaluate. Create a final copy..	Performance Tasks Selection Tests MAP Testing NJASK NJ PARCC Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- Collections by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 4: Approaching Adulthood

Goals by the end of 8th grade:
RL1, RL2, RL3, RL4, RL5,
RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9
W1a, W1b, W2, W4, W7, W9a, W9b, W10
L1, L1a, L1d, L2c, L4a, L4b, L4d, L6
SL1a, SL2, SL3, SL4, SL5, SL6,

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task:
Task A:
RL1, RL2, W2a-f, W5, W9a, W10
Task B:
RI1, W1a-e, W5, W8, W9b, SL4, SL5

Understandings:	**Essential Questions:**
■ Figurative language used by the author builds emotion in the audience. ■ Sometimes an author states characters' motives and sometimes a reader must infer why a character acts a certain way. ■ Poems can contain themes. ■ An argument expresses a claim. ■ Media using elements to convey a message and a purpose.	■ What challenges to people face transitioning from childhood to adulthood? ■ How is emotion portrayed in narratives? ■ How can readers determine a character's motives? ■ How does one argue well? ■ How does advertising affect us?

Students will be able to....
- identify the motivations of characters in a story and determine the factors that help them uderstand the theme of the story.
- make inferences and determine the theme of a poem.
- trace and evaluate arguments and evaluate supporting evidence to determine whether its is relevant or irrelevant.
- determine central ideas and details while analyzing relationships between ideas.
- analyze the purpose of public service announcements and understand the elements used in it.
- write an essay, comparison, and an opinion.
- perform a debate.
- create a public service announcement.
- use and identify latin and greek roots.
- use domain specific words.
- identify and use infinitives.
- identify and use words that end in y.
- identify and analyze shifts in voice and mood.
- identify and edit fragments in sentences.

Assessment

Performance Tasks-	**Other Evidence**
v. Task A: Write an literary analysis. Analyze the story. Consider audience and purpose. Develop a central idea. Write a literary analysis. Review draft and create a finished copy. vi. Task B: Produce a multimedia campaign. Gather information, conduct research, and consider audience and purpose. Develop argument and write editorial. Design other formats. Review drafts. Create a finished product.	Performance Tasks Selection Tests MAP testing NJASK NJ PARCC Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- Collections by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 5: Anne Frank's Legacy

Goals by the end of 8th grade:
RL1, RL2, RL3, RL4, RL5, RL6
RI1, RI2, RI3, RI4, RI5, RI6, RI8
W1a-e, W4, W7, W8, W9a, W9b, W10
SL1a, SL1b, SL6,
L2a, L2b, L4a, L4b, L4d, L5a, L5c

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task:
W2a-f, W4, W5, W7, W9b, W10

Understandings:	**Essential Questions:**
■ Drama adds to our understanding of history and is a form of literature performed for an audience, has a playwright, and uses a text called a script. ■ Dialogue reveals character and propels a plot. ■ Audiences find interest in reading fresh, unusual perspectives. ■ Readers encounter opinions and persuasive languages in texts, speech, and media. ■ Many devices support author's purpose in persuasive medias.	■ Can one individual change the world? ■ What does it mean to have courage? ■ How does tragedy affect people? the world? ■ How is dialogue important? ■ How can one manipulate point of view to make writing more interesting? ■ What techniques are most powerful and useful in persuasive writing?

Students will be able to....
- ■ analyze the key elements of a drama including its structure, characters, dialogue and events.
- ■ analyze the elements of a diary entry, and make and support inferences about the text.
- ■ determine an author's point of view in a work of literary criticism and analyze how the author's word choices impact the tone of the text.
- ■ identify persuasive techniques and rhetorical devices in a speech.
- ■ analyze the use of sound devices in a poem to understand how they impact meaning.
- ■ write a character sketch and analysis.
- ■ perform a speech and participate in discussion.
- ■ use connotation and denotation.
- ■ use and identify latin suffixes.
- ■ use ellipses.

Assessment

Performance Tasks-	**Other Evidence**
vii. Task: Write an expository essay. Gather information. Conduct research. Organize ideas. Consider purpose and audience. Draft the essay. Evaluate the draft and create a finished product.	Performance Tasks Selection Tests MAP Testing NJASK NJ PARCC Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- Collections by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 6: The Value of Work

Goals by the end of 8th grade:
RL1, RL2, RL3, RL4, RL5, RL6
RI1, RI2, RI3, RI4, RI5, RI6, RI8
W4, W7, W9a, W10
L1, L1c, L2, L4b, L4c, L4d L5a
SL1a, SL1b, SL4, SL5, SL6

Interdisciplinary Connections:
Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Performance Task A:
W3a-e, W4, W5, W10

Performance Task B:
RI1, W1a-e, W5, W8, W9b, W10

Understandings:	Essential Questions:
- Synthesize ideas about analyses. - Theme is provided through elements of literature. - Point of view of the narrator provides a third person point of view for the audience and allows for unique insights into characters, setting, and plot. - There are different types of mood that are developed through verbs and their purposes. - Various types of media have different advantages that can be compared. - Evidence can be collected to support an inference or conclusion. - Citizens regularly encounter differing opinions in the media and need to evaluate arguments for reasonableness. - Analyze a poem's form to understand its meaning and how an author expresses an idea.	- What is the value of work? - What are benefits and challenges of being a worker? - How can emphasis change the portrayal of a topic in fiction or non-fiction? - Is work play? - What choices to authors make to influence the audience's experience? - How can readers better understand literature written in a different era? - What makes an argument reasonable? - What makes a poem enjoyable?

Students will be able to....
- recognize the characteristics of a story told by an omniscient, third person narrator, how a third-person point of view creates dramatic irony, and how elements of a writer's style contribute to a humorous tone.
- cite evidence to draw conclusions about a text and analyse imagery and sensory details.
- analyze an argument and determine whether its claims are sufficiently supported.
- analyze a poem's form to understand how the use of figurative language emphasizes certain ideas.
- write an analysis and a compare and contrast essay.
- perform presentations and oral reports.
- explain irony and puns.
- use a dictionary.
- use and identify greek suffixes.
- explain use of interrogative mood.
- use, identify, and edit to correct semicolons and run-ons.

Assessment

Performance Tasks-	Other Evidence
viii. Task A: Write a short story. Establish story elements, list events, decide on a point of view, and consider purpose and audience. Write a draft and evaluate. Create a finished copy. ix. Task B: Write an argument. Choose a position. Gather information and organize ideas. Consider purpose and audience. Draft the argument and evaluate. Create a finished copy.	Performance Tasks Selection Tests MAP Testing NJASK NJ PARCC Other state testing

Learning Activities

Journal Reflections
Close Reader
Textbook- Collections by Houghton Mifflin Harcourt
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:
W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Accommodations and Modifications for Special Education Students

1. Break assignments into segments of shorter tasks

2. Use concrete examples of concepts before teaching the abstract

3. Relate information to the student's experiential base

4. Reduce the number of concepts presented at one time

5. Provide an overview of the lesson before beginning

6. Schedule frequent, short conferences with the student to heck for comprehension

7. Provide consistent review of any lesson before introducing new information

8. Highlight important concepts to be learned in text of material

9. Give additional presentations by varying the methods using repetition, simpler explanation, more examples and modeling

10. Require verbal responses to indicate comprehension

11. Allow for oral administration of tests if needed

12. Five written directions to supplement verbal directions

13. Slow the rate of presentation

14. Paraphrase information

15. Keep statements short and to the point

16. Encourage feedback from students to check for understanding

17. Familiarize student with any new vocabulary before beginning of the lesson

18. Alert student's attention before expressing key points

19. Utilize visual aids such as charts and graphs

20. Make frequent checks for assignments progress/completions

21. Make sure the appropriate books and materials are open to the correct pages

22. Check on progress often in the first few minutes of work

23. Provide time suggestions for each task

Accommodations and Modifications for Gifted Students

1. Encourage students to explore concepts in depth and encourage independent studies or investigations.
2. Use thematic instruction to connect learning across the curriculum.
3. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
4. Expand students' time for free reading.
5. Invite students to explore different points of view on a topic of study and compare the two.
6. Provide learning centers where students are in charge of their learning.
7. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
8. Determine where students' interests lie and capitalize on their inquisitiveness.
9. Refrain from having them complete more work in the same manner.
10. Employ differentiated curriculum to keep interest high.
11. Avoid drill and practice activities.
12. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
13. If possible, compact curriculum to allow gifted students to move more quickly through the material.
14. Encourage students to make transformations-use a common task or item in a different way.

Accommodations For English Language Learners

1. Read aloud of test directions in student's native language
2. Picture Dictionary (alone, combined with oral reading of test items in English, and combined with bilingual glossary)
3. Customized Dictionary/glossary in English (content-related terms removed)
4. Traditional glossary with Spanish translations (content-related terms removed)
5. Bilingual Dictionary
6. Spanish Translation of Test
7. Dual Language Translation of Test
8. Test administration directions that are simplified or clarified
9. Test questions read aloud to student by teacher or electronic media-ELA
10. Colored overlay, mask, or other means to maintain visual attention
11. Essay responses dictated to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions

Accommodations For Students At Risk

1. Adjust time for completion of assignments
2. Allow frequent breaks, vary activities often
3. Modify assignments requiring copying in a timed situation
4. Modify homework (Specify.)
5. Give directions in small units
6. Use written backup for oral directions
7. Lower reading level of assignment (RL=__)
8. Adjust length of assignment
9. Change format of assignment
10. Break assignment into a series of smaller assignments
11. Reduce paper and pencil tasks
12. Read directions/worksheets to student
13. Record or type assignments
14. Maintain assignment notebook
15. Avoid penalizing for spelling errors
16. Block off or mask sections of work
17. Use highlighted texts
18. Emphasize teaching auditory ___ visual ___ tactile ___ multi
19. Individual/small group instruction
20. Utilize specialized curriculum
21. Tape lectures for replay
22. Present demonstration
23. Utilize manipulative
24. Emphasize critical information/key concepts
25. Pre-teach vocabulary
26. Provide visual cues
27. Provide study guide or note cards or notes