

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



English Grade 8

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Elective/Required:	Required
Schools:	Middle Schools
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MARKING PERIOD 1: SOCIAL JUSTICE AND IDENTITY

State Standards	NJSLS - RL.1-4, RL. 6-7; RI.1-2, RI.4; W.2, W.4-6, W.9-10; SL.1, SL.4, SL.6; L2A-C, L4A-D (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)		
Essential Questions	<ul style="list-style-type: none"> ● What is social justice? ● What is identity and how is it developed? ● What do we learn about ourselves through hardships? ● What is the impact of our choices on ourselves and on those around us? 		
Enduring Understandings	<ul style="list-style-type: none"> ● Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. ● Identity is the qualities, beliefs, personality, looks and/or expressions that make a person or group. It is developed in part through personal experiences, but many factors such as race, gender, age, social class, culture, religion, etc. impact identity development. ● Hardships can lead to personal growth and perseverance, but sometimes hardships lead to fixed mindsets and biases. ● Our choices can have positive or negative effects on us and on those around us. ● Reading expands understanding of the world, its people and oneself. 		
Unit Objectives	<ul style="list-style-type: none"> ● Analyze and respond to nonfiction and literary texts, orally and in writing. ● Ground analysis in evidence. ● Analyze how elements of a text interact to develop a theme. ● Evaluate the connection between reading, writing, and identity. 		
Suggested Texts	Academic Vocabulary	Assessments	Suggested Modifications/Support
<ul style="list-style-type: none"> ● <i>The Outsiders</i> ● <i>The Adventures of Tom Sawyer</i> ● <i>The Hitchhiker</i> ● <i>The Elevator</i> ● <i>The Treasure of Lemon Brown</i> ● <i>Chains</i> ● <i>“Identity” by Julio Noboa</i> ● <i>“I am the People, the Mob” by Carl Sandburg</i> ● <i>“The Song of the Shirt” by</i> 	<ul style="list-style-type: none"> ● Inferences ● Analysis ● Central Idea ● Supporting details ● Objective Summary ● Suspense ● Subplot/Non-linear plot ● Perspective ● Theme (Explicit/Implicit) ● Characterization ● Character Motivations 	May include, but are limited to, the following assessment to measure related skills: <ul style="list-style-type: none"> ● Summer Reading (district-wide) ● Link-It Diagnostic and Study Island assessment (formative) ● Vocabulary (<i>Sadlier-Oxford</i>) ● Literary Analysis (focus on one text (process piece) ● writing-to-learn pieces (e.g. short constructed responses, 	<ul style="list-style-type: none"> ● Graphic Organizers ● Audio Recordings of texts ● Read-alouds ● Visual Presentation of materials ● Extended time for reading, oral responses, written responses ● Clarification of directions ● Guided Questions ● Small Group Instruction

<p><i>Thomas Hood</i></p> <ul style="list-style-type: none"> ● <i>“If We Must Die” by Claude McKay</i> <p><i>Compilation of Speeches and Historical Documents</i></p> <p><i>Newsela Text Set: What is identity & how is it developed?</i></p> <p><i>Newsela Text Set: What do we learn about ourselves through hardship?</i></p> <p><i>Instructional Materials List (IML)</i></p> <p><i>Independent Reading Selections</i></p>	<ul style="list-style-type: none"> ● Author’s purpose ● Bias ● Connotation/ Denotation ● Analytical lenses 	<p>close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes)</p> <ul style="list-style-type: none"> ● Speaking and Listening (ie. Socratic Seminar, Book Clubs, philosophical chairs) ● Inquiry or problem-based learning outcomes and/or projects 	<ul style="list-style-type: none"> ● Extension Activities ● Alternate Assessments
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MARKING PERIOD 1: OBJECTIVES & STRATEGIES

Reading Literature - Grade 8 - Marking Period 1	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> ● Think Alouds / Interactive Read Aloud (features) <ul style="list-style-type: none"> ● Close Reading and Marking the Text (AVID) <ul style="list-style-type: none"> ● Charting the Text (AVID) ● Peeling the Fruit Organizer (Harvard Project Zero) A, B, C ● Circle of Viewpoints Organizer (Harvard Project Zero) A, B <ul style="list-style-type: none"> ● Word/Impact/Idea Chart ● One-Pagers (AVID) A, B ● Other AVID strategies 	
RL Standards	Student Learning Objectives
<p>1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ● cite textual evidence that most strongly supports analysis of what the text says explicitly ● cite textual evidence that most strongly supports analysis of inferences drawn from the text ● make relevant connections between ideas and evidence that most strongly support analysis of what the text says explicitly ● make relevant connections that most strongly support analysis of inferences drawn from the text
<p>2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● determine an original theme/central idea ● analyze the author’s development of theme through characterization, setting, and plot ● provide an objective summary of the text ● analyze the theme’s relationship to character ● analyze the theme’s relationship to setting ● analyze the theme’s relationship to plot ● determine how a theme evolves over the course of the text
<p>3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p>	<ul style="list-style-type: none"> ● Analyze how particular elements of a story or drama interact ● analyze how lines of dialogue propel action in the story ● analyze how dialogue reveals aspects of a character ● analyze how dialogue helps provoke a decision

	<ul style="list-style-type: none"> ● analyze how incidents in the story propel action ● analyze how incidents in the story reveal aspects of a character ● analyze how incidents in the story provoke a decision
<p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> ● determine the meaning of words and phrases as used in a text ● determine the meaning of figurative language and connotative language as used in a text ● analyze the impact of word choice on meaning and tone ● determine the meaning of analogies and allusions to other texts
<p>6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<ul style="list-style-type: none"> ● determine differences in the perspectives amongst characters & narrators ● define and analyze the use of dramatic irony ● analyze how the perspectives of the character(s) creates suspense or humor in the text ● analyze how the perspective of the reader/audience creates suspense or humor
<p>7 - Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p>	<ul style="list-style-type: none"> ● analyze how the film stays faithful to the text/script ● analyze how the film departs from the text/script ● evaluate choices made by actors and directors

Reading Information - Grade 8 - Marking Period 1	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> ● Close Reading and Marking the Text (AVID) ● Reading Nonfiction Signposts (<i>Nonfiction Strategies</i> -Notice & Note Beers/Probst) <ul style="list-style-type: none"> ● Concept Maps ● Word/Impact/Idea Charts 	
RI Standards	Student Learning Objectives
<p>1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ● cite textual evidence that most strongly supports analysis of what the text says explicitly ● cite textual evidence that most strongly supports analysis of inferences drawn from the text ● make relevant connections between ideas and evidence that most strongly support analysis of what the text says explicitly ● make relevant connections that most strongly support analysis of inferences drawn from the text
<p>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.</p>	<ul style="list-style-type: none"> ● determine a central idea of a text ● analyze the development of a central idea over the course of a text ● provide an objective summary of the text ● analyze the development of a central idea through its relationship to supporting ideas
<p>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</p>	<ul style="list-style-type: none"> ● determine the connotative and technical meanings of words and phrases as they are used in a text ● determine the meanings of figurative language as it used in a text ● analyze the impact of analogies on meaning and tone ● analyze the impact allusions to other texts on meaning and tone.

Writing - Grade 8 - Marking Period 1	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> ● Writing Process ● Reader-Responses/Reflections ● Short-Constructed Responses ● Craft lessons from mentor texts <ul style="list-style-type: none"> ● Journals ● Peer-revising ● Conferences ● Learning Logs 	
W Standards	Student Learning Objectives
<p>2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. WE. Establish and maintain a formal style. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> ● introduce a topic and organize ideas, concepts and information using text structure ● introduce a topic and organize ideas, concepts and information using text features ● develop the topic with definitions, concrete details, quotations, or other information and examples ● develop the topic with relevant and well-chosen facts ● use transitions to create cohesion ● use transitions to clarify the relationships among ideas and concepts ● Use appropriate and varied transitions ● use precise language to inform about or explain the topic ● use content specific vocabulary to inform about or explain the topic ● establish and maintain a formal, academic style and form, and approach ● provide a concluding statement or section that reinforces and solidifies the information or explanation presented
<p>4 - Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● organize writing that is appropriate to task, purpose and audience ● develop writing that is appropriate to task, purpose and audience ● produce clear and coherent writing with a voice that is appropriate to task, purpose and audience ● produce clear and coherent writing with a style that is appropriate to

	task, purpose and audience
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.	<ul style="list-style-type: none"> • with some guidance and support from peers and adults, develop and strengthen writing by planning • with some guidance and support from peers and adults, develop and strengthen writing by revising • with some guidance and support from peers and adults, develop and strengthen writing by editing • with some guidance and support from peers and adults, develop and strengthen writing by rewriting • with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach • with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed
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.	<ul style="list-style-type: none"> • use technology, including the internet, to produce and publish writing • use technology to interact and collaborate with others to produce and publish writing • use technology, including the internet, to present the relationship between information and ideas efficiently
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing
10 - Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline-specific tasks, purposes, and audiences • write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences

Speaking & Listening - Grade 8 - Marking Period 1

Suggested Strategies & Activities

- Developing higher-level thinking questions (Costa’s Levels of Questioning), A
 - QFT (Question Formulation Technique) (QFT to Socratic Seminars)
 - Socratic Seminar (or similar structure for discussion)
 - Philosophical Chairs
 - Save the Last Word for Me
 - Book Club or Literature Circles
 - Student Conferences

SL Standards

Student Learning Objectives

1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

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

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

- build on others' ideas and express my own clearly
- engage effectively in a range of discussions, such as one-on-one, in-groups, and teacher-led
- 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
- build on others' ideas
- express our own [ideas] clearly
- come to discussions prepared by reading or researching materials in advance
- explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue
- probe and reflect on ideas under discussion
- track progress toward specific goals and deadlines
- define individual roles as needed
- follow rules for collegial discussions
- follow rules for decision-making
- respond to others' questions and comments with relevant observations and ideas
- pose questions that connect the ideas of several speakers
- respond to others' questions and comments with relevant evidence
- Acknowledge new information expressed by others
- qualify or justify our own views in light of the evidence presented by others

<p>4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none">● use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)● Present claims and findings with relevant evidence, sound valid reasoning, and well-chosen details
<p>6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none">● adapt speech to a variety of contexts and tasks● demonstrate command of formal English when indicated or appropriate.

Language - Grade 8 - Marking Period 1

Suggested Strategies & Activities

- Small Group Revision Lessons
 - Word Web
 - Syntax Surgery
 - Peer-editing

L Standards	Student Learning Objectives
<p>2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly</p>	<ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break • Use an ellipsis to indicate an omission • Spell correctly
<p>3A - 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).</p>	<ul style="list-style-type: none"> • use verbs in the active and passive voice to emphasize the actor or the action • use verbs in the conditional or subjunctive mood to express uncertain or describe a state contrary to the fact • use verbs in the active and passive voice in the conditional mood to achieve particular effects • use verbs in the active and passive voice in the subjunctive mood to achieve particular effects.
<p>4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<ul style="list-style-type: none"> • determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. • use context as a clue to the meaning of a word or phrase • use Greek/Latin root words and affixes to determine the meaning of word • consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a

<p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p>	<p>word</p> <ul style="list-style-type: none"> ● consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to determine or clarify precise meaning or part of speech of a word ● determine the precise meaning of a word or phrase ● 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)
<p>5A-C - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)</p>	<ul style="list-style-type: none"> ● demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● interpret figures of speech in context. ● use relationships between particular words to better understand each of the words ● distinguish between connotation and denotation of words (e.g., bullheaded, willful, firm, persistent, resolute)

Career Ready, Life Literacies, and Key Skills Standards- Grade 8 - Marking Period 1	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) • Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes. <ul style="list-style-type: none"> • Comparing and contrasting media in terms of the impact on the message and audience. • Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning 	
Standards	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location and past experiences.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping)
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.6	Identify the subtle and overt messages based on the method of communication.
9.4.8.IML9	Distinguish between ethical and unethical uses of information and media.
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

MARKING PERIOD 2: IDENTITY AND PERSPECTIVE

State Standards	NJSLS - RL.1-7, 9; RI.1-6; W.2-6, W.9-10; SL.1-4, SL.6; L1, L3A, L.4, L5A-C (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)		
Essential Questions	<ul style="list-style-type: none"> ● How does our identity shape the way we view the world? ● What aspects of our identity are beneficial? What aspects of our identity may hold us back? ● How does reading a text shape our perspectives and identities? ● How do writers use form, function, and language to affect their readers? 		
Enduring Understandings	<ul style="list-style-type: none"> ● Identity, personal experiences, and beliefs impact our perception of events and people. This impact may be positive or negative. ● Some aspects of identity (such as gender or race) can be beneficial, limiting, or both, in some situations. ● Through reading, we compare and contrast our own perspectives and experiences with those in the local and global communities. ● Writers experiment with form, function, and language to develop their voices and communicate their purposes. 		
Unit Objectives	<ul style="list-style-type: none"> ● Compare and contrast the structure and style of texts. ● Analyze the significance of details to show increased depth of understanding. 		
Suggested Texts	Academic Vocabulary	Assessments	Suggested Modifications/Support
<ul style="list-style-type: none"> ● <i>“Flowers for Algernon”</i> ● <i>“The Monkey’s Paw”</i> ● <i>A Long Way Down</i> ● <i>Dear Martin</i> ● <i>The 57 Bus</i> ● <i>All American Boys</i> ● <i>“After You, My Dear Alphonse”</i> by Shirley Jackson ● <i>“Little Things are Big”</i> by Jesus Colon ● <i>“On the Subway”</i> by Sharon Olds ● <i>“Gate A4”</i> by Naomi Shihab Nye 	<ul style="list-style-type: none"> ● Extended Metaphor ● Tone / Shift in Tone ● Style ● Imagery ● Symbolism ● Universal theme ● Allusion ● Analogy ● Paragraph (purpose within text) ● Slant 	May include, but are not limited to, the following: <ul style="list-style-type: none"> ● Literary Analysis (Multiple Texts)- process piece ● Speaking and Listening (e.g. Socratic Seminar, book club discussions) ● writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes) 	<ul style="list-style-type: none"> ● Graphic Organizers ● Audio Recordings of texts ● Read-alouds ● Visual Presentation of materials ● Extended time for reading, oral responses, written responses ● Clarification of directions ● Guided Questions ● Small Group Instruction ● Extension Activities ● Alternate Assessments

<ul style="list-style-type: none"> ● <i>“I Hear America Singing” by Walt Whitman</i> ● <i>“I, Too” by Langston Hughes</i> ● <i>“Identity” by Julio Noboa Polano</i> ● <i>“American Oxygen”- Rihanna</i> <p><i>Compilation of Speeches and Historical Documents</i></p> <p><i>Newsela Text Set: How does identity shape our view of the world?</i></p> <p><i>Instructional Materials List (IML)</i></p> <p><i>Independent Reading Selections</i></p>		<ul style="list-style-type: none"> ● Vocabulary ● Inquiry or problem-based learning outcomes and/or projects 	
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MARKING PERIOD 2: OBJECTIVES & STRATEGIES

Reading Literature - Grade 8 - Marking Period 2	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Think Alouds / Interactive Read Aloud (features) <ul style="list-style-type: none"> • Close Reading and Marking the Text (AVID) <ul style="list-style-type: none"> • Charting the Text (AVID) • Peeling the Fruit Organizer (Harvard Project Zero) A, B, C • Circle of Viewpoints Organizer (Harvard Project Zero) A, B <ul style="list-style-type: none"> • Word/Impact/Idea Chart • One-Pagers (AVID) A, B 	
RL Standards	Student Learning Objectives
(continued application of standards 1-4, 6, 7 based upon the needs of your students - increasing in independence or difficulty of text)	
<p>5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<ul style="list-style-type: none"> • compare and contrast the structure of two or more texts • analyze how structure contributes to the meaning of each text • analyze how structure contributes to the style of each text
<p>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.</p>	<ul style="list-style-type: none"> • apply practical knowledge, historical/cultural context, and background knowledge to analysis of a modern text • analyze and reflect on how a modern work of fiction draws on themes from myths, traditional stories, or religious works such as the Bible • analyze and reflect on how a modern work of fiction draws on patterns of events from myths, traditional stories, or religious works such as the Bible • analyze and reflect on how a modern work of fiction draws on character types from myths, traditional stories, or religious works such as the Bible.

Reading Information - Grade 8 - Marking Period 2

Suggested Strategies & Activities

- Close Reading and Marking the Text (AVID)
- Reading Nonfiction Signposts (*Nonfiction Strategies* -Notice & Note Beers/Probst)
 - Concept Maps
 - Word/Impact/Idea Charts

RI Standards

Student Learning Objectives

(continued application of standards RI.1-2, 4 based upon the needs of your students - increasing in independence or difficulty of text)

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

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

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

- analyze the structure an author uses to organize a paragraph in a text
- identify the role of particular sentences to develop and refine concepts

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**.

- Determine author's point of view or purpose in a text
- Analyze how the author acknowledges or responds to conflicting evidence or viewpoints

Writing - Grade 8 - Marking Period 2

Suggested Strategies & Activities

- Writing Process
- Reader-Responses/Reflections
- Short-Constructed Responses
- Craft lessons from mentor texts
 - Journals
 - Peer-revising
 - Conferences
 - Learning Logs

W Standards

Student Learning Objectives

(continued application of standards 2, 4-6, 9-10 based upon the needs of your students - increasing in independence or sophistication)

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

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

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

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

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

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

*(**This standard appears in marking period 2 to reinforce and practice narrative techniques stemming from the mentor texts and previously learned writing skills (ie. writing from a different perspective, author's style).*

- engage and orient the reader by establishing a context and point of view
- introduce a narrator and/or characters
- organize an event sequence that unfolds naturally and logically
- use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing
- use a variety of transition words, phrases, and clauses to convey sequence
- use a variety of transition words, phrases, and clauses to show the relationships among experiences and events
- use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- provide a conclusion that follows from and reflects on the narrated experiences or events

Speaking & Listening - Grade 8 - Marking Period 2	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Developing higher-level thinking questions (Costa’s Levels of Questioning), A <ul style="list-style-type: none"> • QFT (Question Formulation Technique) (QFT to Socratic Seminars) <ul style="list-style-type: none"> • Socratic Seminar (or similar structure for discussion) <ul style="list-style-type: none"> • Philosophical Chairs • Save the Last Word for Me • Book Club or Literature Circles <ul style="list-style-type: none"> • Student Conferences 	
SL Standards	Student Learning Objectives
(continued application of standards 1, 4, 6 based upon the needs of your students - increasing in independence or sophistication)	
<p>2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<ul style="list-style-type: none"> • analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) • evaluate the motives (e.g., social, commercial, political) behind its presentation.
<p>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.</p>	<ul style="list-style-type: none"> • Delineate a speaker’s arguments and specific claims • Evaluate the soundness of a speaker’s reasoning • Evaluate the relevance and sufficiency of a speaker’s evidence • Identify when irrelevant evidence is introduced by a speaker

Language - Grade 8 - Marking Period 2

Suggested Strategies & Activities

- Small Group Revision Lessons
 - Word Web
 - Syntax Surgery
 - Peer-editing

L Standards

Student Learning Objectives

(continued application of standards 2-5 based upon the needs of your students - increasing in independence or sophistication)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 B. Form and use verbs in the active and passive voice.
 C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 D. Recognize and correct inappropriate shifts in verb voice and mood.

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- explain the function of verbals (gerunds, participles, infinitives) in general
- explain the function of verbals (gerunds, participles, infinitives) in the context of particular sentences
- form and use verbs in active voice
- form and use verbs in passive voice
- form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- recognize and correct inappropriate shifts in verb voice and mood

Career Ready, Life Literacies, and Key Skills Standards- Grade 8 - Marking Period 2	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) with independent research. • Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes. <ul style="list-style-type: none"> • Comparing and contrasting media in terms of the impact on the message and audience. • Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning 	
Standards	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location and past experiences.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping)
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.6	Identify the subtle and overt messages based on the method of communication.
9.4.8.IML9	Distinguish between ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media.
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

MARKING PERIOD 3: PERSPECTIVE AND RESPONSIBILITY

<p>State Standards</p>	<p>NJSLS - RL.1-6; RI.1-9; W.1, W.4-10; SL.1-6, L1A-D, L.4-5 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What allows some individuals to take a stand against injustice while others choose to participate in it? ● To what degree are we responsible for the well being of others? ● Do individuals have a duty to respond to injustice? 		
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> ● Some individuals may be more inclined toward activism than others based on a variety of factors, such as: access, personal safety, experience, education, beliefs, degree of empathy, peer influence, social media influence, representation in media, etc. ● Our attitudes towards and interactions with others are influenced by: beliefs, experience, peer influence, social media influence, power, biased media, education or lack thereof, etc. ● Individuals and communities must weigh benefits and drawbacks in deciding whether to safeguard the civil rights and wellbeing of others and how. ● “Injustice anywhere is a threat to justice everywhere.” Response to injustice can take many forms. It can be subtle (like being an upstander or writing a letter to a representative) or more organized (like a protest). 		
<p>Unit Objectives</p>	<ul style="list-style-type: none"> ● Develop a logical argument that addresses counterclaims ● Conduct research to find evidence to support a thesis ● Apply rhetorical devices to develop voice in writing ● Properly cite evidence in a research paper 		
<p>Suggested Texts</p>	<p>Academic Vocabulary</p>	<p>Assessments</p>	<p>Suggested Modifications/Support</p>
<ul style="list-style-type: none"> ● <i>Diary of a Young Girl</i> ● <i>Malcolm X: By Any Means Necessary</i> ● <i>Parkland Speaks</i> ● <i>Chew On This</i> ● <i>We Are the WeatherMakers</i> 	<ul style="list-style-type: none"> ● Claim ● Counterclaim ● Evaluation ● Credibility ● Persuasive Technique ● Rhetorical Devices 	<p>May include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Argument Writing (Process) ● Evidence Based Reading / Writing on-demand tasks ● Vocabulary 	<ul style="list-style-type: none"> ● Graphic Organizers ● Audio Recordings of texts ● Read-alouds

<ul style="list-style-type: none"> • <i>Americanized: Rebel Without a Green Card</i> • <i>Stamped: Racism, Antiracism and You</i> <p><i>Compilation of Speeches and Historical Documents</i></p> <p><i>Newsela Text Set: What makes some people take a stand? Do people have a duty to respond to injustice?</i></p> <p><i>Instructional Materials List (IML)</i></p> <p><i>Independent Reading Selections</i></p>	<ul style="list-style-type: none"> • Logical Fallacies • Appeals (to reason, emotion, etc.) • Anaphora • Synthesis 	<ul style="list-style-type: none"> • Speaking and Listening activities (ie. Socratic Seminar, Book clubs, philosophical chairs, TED Talks,) • writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes) • Vocabulary • Inquiry or problem-based learning outcomes and/or projects • Visual representations (ie. Infographic) 	<ul style="list-style-type: none"> • Visual Presentation of materials • Extended time for reading, oral responses, written responses • Clarification of directions • Guided Questions • Small Group Instruction • Extension Activities • Alternate Assessments
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MARKING PERIOD 3: OBJECTIVES & STRATEGIES

Reading Literature - Grade 8 - Marking Period 3	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Think Alouds / Interactive Read Aloud (features) <ul style="list-style-type: none"> • Close Reading and Marking the Text (AVID) <ul style="list-style-type: none"> • Charting the Text (AVID) • Peeling the Fruit Organizer (Harvard Project Zero) A, B, C • Circle of Viewpoints Organizer (Harvard Project Zero) A, B <ul style="list-style-type: none"> • Word/Impact/Idea Chart • One-Pagers (AVID) A, B 	
RL Standards	Student Learning Objectives
(continued application of standards 1-6 based upon the needs of your students - increasing in independence or difficulty of text)	

Reading Information - Grade 8 - Marking Period 3	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> ● Close Reading and Marking the Text (AVID) ● Reading Nonfiction Signposts (<i>Nonfiction Strategies</i> -Notice & Note Beers/Probst) <ul style="list-style-type: none"> ● Concept Maps ● Word/Impact/Idea Charts <ul style="list-style-type: none"> ● PBL ● Inquiry-based learning <ul style="list-style-type: none"> ● KWL ● Jigsaws 	
RI Standards	Student Learning Objectives
(continued application of standards 1-6 based upon the needs of your students - increasing in independence or sophistication)	
<p>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.</p>	<ul style="list-style-type: none"> ● evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea ● evaluate the disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea
<p>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.</p>	<ul style="list-style-type: none"> ● assess whether the reasoning is sound and credible ● assess whether the evidence is relevant and sufficient ● delineate the argument and specific claims in a text ● evaluate the argument and specific claims in a text ● recognize when irrelevant evidence is introduced
<p>9 - Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<ul style="list-style-type: none"> ● apply practical knowledge, historical/cultural context, and background knowledge to analysis of two or more texts that provide conflicting information on the same topic ● identify where the texts disagree on matters of fact ● identify where the texts disagree on matters of interpretation

Writing - Grade 8 - Marking Period 3	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> ● Writing Process ● Reader-Responses/Reflections ● Short-Constructed Responses ● Craft lessons from mentor texts <ul style="list-style-type: none"> ● Journals ● Peer-revising ● Conferences ● Learning Logs 	
W Standards	Student Learning Objectives
(continued application of W.4-6, 9-10 based upon the needs of your students - increasing in independence or sophistication)	
<p>1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> ● introduce claim(s) ● distinguish between claims and explain how they are different from each other ● acknowledge and distinguish claim(s) from alternate and opposing claims organize reasons and evidence logically ● support claims with clear and logical reasons ● support claims with relevant evidence ● cite accurate and credible sources ● demonstrate an understanding of the topic or text ● use transitional words, phrases and clauses to create cohesion ● clarify the relationship among claims, reasons, and evidence ● clarify the relationship among counterclaims, reasons, and evidence ● establish and maintain a formal style that is consistently appropriate to task, purpose, and audience ● provide a concluding statement or section that reinforces and solidifies the argument presented
<p>7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating</p>	<ul style="list-style-type: none"> ● conduct research to answer a self-generated question, drawing on

additional related, focused questions that allow for multiple avenues of exploration.	several sources <ul style="list-style-type: none">● generate additional, related, focused questions that allow for multiple avenues of exploration
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.	<ul style="list-style-type: none">● gather relevant information from multiple print and digital sources● assess the credibility and accuracy of each source● quote or paraphrase the data and conclusions of others while avoiding plagiarism● follow a standard format for citation

Speaking & Listening - Grade 8 - Marking Period 3	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Developing higher-level thinking questions (Costa's Levels of Questioning), A <ul style="list-style-type: none"> • QFT (Question Formulation Technique) (QFT to Socratic Seminars) <ul style="list-style-type: none"> • Socratic Seminar (or similar structure for discussion) <ul style="list-style-type: none"> • Philosophical Chairs • Save the Last Word for Me • Book Club or Literature Circles <ul style="list-style-type: none"> • Student Conferences 	
SL Standards	Student Learning Objectives
(continued application of SL1-4, 6 based upon the needs of your students -increasing in independence or sophistication)	
5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> • integrate multimedia and visual displays into presentations to clarify information, strengthen claims and add interest

Language - Grade 8 - Marking Period 3

Suggested Strategies & Activities

- Small Group Revision Lessons
 - Word Web
 - Syntax Surgery
 - Peer-editing

L Standards

Student Learning Objectives

(continued application of SL1, 4-5 based upon the needs of your students -increasing in independence or sophistication)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 B. Form and use verbs in the active and passive voice.
 C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 D. Recognize and correct inappropriate shifts in verb voice and mood.

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- explain the function of verbals (gerunds, participles, infinitives) in general
- explain the function of verbals (gerunds, participles, infinitives) in the context of particular sentences
- form and use verbs in active voice
- form and use verbs in passive voice
- form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- recognize and correct inappropriate shifts in verb voice and mood

Career Ready, Life Literacies, and Key Skills Standards- Grade 8 - Marking Period 3	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) with independent research. • Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes. <ul style="list-style-type: none"> • Comparing and contrasting media in terms of the impact on the message and audience. • Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning <ul style="list-style-type: none"> • PBL or other inquiry-based learning strategies 	
Standards	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location and past experiences.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping)
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.6	Identify the subtle and overt messages based on the method of communication.
9.4.8.IML7	Use information from a variety of sources, context, disciplines, and cultures for a specific purpose.
9.4.8.IML9	Distinguish between ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media.
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

MARKING PERIOD 4: RESPONSIBILITY AND COMMUNITY

State Standards	NJSLS - RL.1-9, RI.1-5, W.3-6, W.8-10, SL.1, SL.4, SL.6 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)		
Essential Questions	<ul style="list-style-type: none"> ● What are the individual’s responsibilities to the community? ● What are the community’s responsibilities to the individual? ● How do you demonstrate social responsibility in your community? ● What personal experiences have challenged or reinforced your perspective? 		
Enduring Understandings	<ul style="list-style-type: none"> ● Social responsibility suggests that an individual has an obligation to act for the benefit of society. ● Individuals and communities have a mutual responsibility to ensure fairness, opportunity, success, and wellbeing. ● There are many opportunities to demonstrate social responsibility in one’s community. ● Personal experiences can challenge or reinforce one’s perspective. 		
Unit Objectives	<ul style="list-style-type: none"> ● Understand that writers from diverse backgrounds and time periods explore themes and ideas important to humanity. 		
Suggested Texts	Academic Vocabulary	Assessments	Suggested Modifications/Support
<ul style="list-style-type: none"> ● <i>Romeo and Juliet</i> ● <i>Romeo and Juliet in Rwanda - Hidden Brain</i> ● <i>Afghanistan’s Romeo and Juliet- article</i> <p><i>Compilation of Speeches and Historical Documents</i></p> <p><i>Newsela Text Set: What responsibilities do individuals and communities have to one another?</i></p> <p>NPR <i>This I Believe</i> model narrative essays (by teens):</p>	<ul style="list-style-type: none"> ● Dramatic Irony ● Elements of tragedy ● Historical context ● Intersectionality 	May include, but are not limited to, the following: <ul style="list-style-type: none"> ● Narrative (process) ● Evidence Based Reading / Writing on-demand tasks ● Vocabulary ● Speaking and Listening activities (ie. Socratic Seminar, Book clubs, philosophical chairs, TED Talks) ● writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, 	<ul style="list-style-type: none"> ● Graphic Organizers ● Audio Recordings of texts ● Read-alouds ● Visual Presentation of materials ● Extended time for reading, oral responses, written responses ● Clarification of directions ● Guided Questions ● Small Group Instruction ● Extension Activities ● Alternate Assessments

<p>Being Content with Myself « Kamaal Majeed This I Believe</p> <p>Finding the Flexibility to Survive « Brighton Earley This I Believe</p> <p>The Triumph of Kindness « Josh Stein This I Believe</p> <p>Find a Good Frog « Delia Motavalli This I Believe</p> <p>The Real Me « Katherine Bowman This I Believe</p> <p><i>Instructional Materials List (IML)</i></p> <p><i>Independent Reading Selections</i></p>		<p>learning logs, one-pagers, quick writes)</p> <ul style="list-style-type: none"> ● Vocabulary ● PBLs ● Visual representations (ie. photo essays, i-Movie) 	
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MARKING PERIOD 4: OBJECTIVES & STRATEGIES

Reading Literature - Grade 8 - Marking Period 4	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Think Alouds / Interactive Read Aloud (features) <ul style="list-style-type: none"> • Close Reading and Marking the Text (AVID) <ul style="list-style-type: none"> • Charting the Text (AVID) • Peeling the Fruit Organizer (Harvard Project Zero) A, B, C • Circle of Viewpoints Organizer (Harvard Project Zero) A, B <ul style="list-style-type: none"> • Word/Impact/Idea Chart • One-Pagers (AVID) A, B 	
RL Standards	Student Learning Objectives
<p>(continued application of standards 1-9 based upon the needs of your students - increasing in independence or difficulty of text)</p>	

Reading Information - Grade 8 - Marking Period 4

Suggested Strategies & Activities

- Close Reading and Marking the Text (AVID)
- Reading Nonfiction Signposts (*Nonfiction Strategies* -Notice & Note Beers/Probst)
 - Concept Maps
 - Word/Impact/Idea Charts

RI Standards

Student Learning Objectives

(continued application of RI.1-9 based upon the needs of your students -increasing in independence or difficulty of text)

Writing - Grade 8 - Marking Period 4

Suggested Strategies & Activities

- Writing Process
- Reader-Responses/Reflections
- Short-Constructed Responses
- Craft lessons from mentor texts
 - Journals
 - Peer-revising
 - Conferences
 - Learning Logs

W Standards

Student Learning Objectives

(continued application of W.3, 4-6, 8-10 based upon the needs of your students -increasing in independence or sophistication)

** Standard 3 had been introduced in marking period two as a way to explore narrative techniques, especially point of view and author's style. Students will engage in the narrative process in marking period four, using mentor texts to support their understanding and application of more advanced techniques.

Speaking & Listening - Grade 8 - Marking Period 4

Suggested Strategies & Activities

- Developing higher-level thinking questions (Costa's Levels of Questioning), A
 - QFT (Question Formulation Technique) (QFT to Socratic Seminars)
 - Socratic Seminar (or similar structure for discussion)
 - Philosophical Chairs
 - Save the Last Word for Me
 - Book Club or Literature Circles
 - Student Conferences

SL Standards

Student Learning Objectives

(continued application of SL1, 4, 6 based upon the needs of your students -increasing in independence or sophistication)

Language - Grade 8 - Marking Period 4	
Suggested Strategies & Activities	
<ul style="list-style-type: none">• Small Group Revision Lessons<ul style="list-style-type: none">• Word Web• Syntax Surgery• Peer-editing	
L Standards	Student Learning Objectives
(continued application of L1-5 based upon the needs of your students)	

Career Ready, Life Literacies, and Key Skills Standards- Grade 8 - Marking Period 4	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> ● Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) with independent research. ● Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes. <ul style="list-style-type: none"> ● Comparing and contrasting media in terms of the impact on the message and audience. ● Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning <ul style="list-style-type: none"> ● TED Talks 	
Standards	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location and past experiences.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping)
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.6	Identify the subtle and overt messages based on the method of communication.
9.4.8.IML7	Use information from a variety of sources, context, disciplines, and cultures for a specific purpose.
9.4.8.IML9	Distinguish between ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media.
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

Suggested Social Emotional Learning (SEL) connections (CASEL) by competency:

<u>Self-Awareness</u>	<u>Self-Management</u>	<u>Social Awareness</u>	<u>Relationship Skills</u>	<u>Responsible Decision-Making</u>
<ul style="list-style-type: none"> ● Identifying and articulating emotions using specific vocabulary ● Engaging in identifying the problem and finding solutions. ● Recognizing and assessing strengths ● Building confidence and positivity ● Teaching a growth mindset ● Modeling think-aloud about emotions (teacher) 	<ul style="list-style-type: none"> ● Understanding emotions in order to communicate and self-advocate as well as manage behavior appropriately and productively to achieve goals. ● Developing organizational skills ● Modeling behaviors (teacher) 	<ul style="list-style-type: none"> ● Understanding others' perspectives and developing empathy, including those from diverse backgrounds and cultures. ● Understanding social and ethical norms ● Knowing how to access resources and support from others. ● Respecting others ● Modeling respectful conversation, especially when disagreements arise (teacher) 	<ul style="list-style-type: none"> ● Maintaining positive relationships with a diverse group of people. ● Communicating and collaborating effectively with others: listening, cooperating, addressing conflict "constructively," and seeking assistance to resolve an issue when required. ● Modeling relationship skills (teacher) 	<ul style="list-style-type: none"> ● Understanding all facets of the context or problem and the possible consequences of a situation in order to make informed, ethical, and independent decisions to guide actions. ● Making decisions in a manner that considers personal well being as well as the well being of others. ● Understanding the possible outcome and impact of decisions on others. ● Modeling decision-making (teacher)
<p><i>Suggested activities to promote self-awareness:</i></p> <ul style="list-style-type: none"> ● Use of an emotion wheel to articulate feelings ● Mindfulness activities ● Journaling using prompts that encourage self-reflection ● Use of surveys to gauge emotions 	<p><i>Suggested activities to promote Self-Management:</i></p> <ul style="list-style-type: none"> ● Setting SMART Goals ● Developing class contracts / rules ● Learning logs ● Conferencing ● Organizing the classroom using student input based on their needs ● Organizing personal 	<p><i>Suggested activities to promote Social Awareness:</i></p> <ul style="list-style-type: none"> ● Use of accountable talk stems to engage in respectful discussion structures, including listening and summarizing the speakers' arguments to ensure understanding. ● Writing narratives that require students to write 	<p><i>Suggested activities to promote Relationship Skills:</i></p> <ul style="list-style-type: none"> ● Providing feedback to a partner during peer editing. ● Working in collaborative teams for a related PBL or inquiry-based activity, student discussion (ie. Socratic, Book Club), gaming, or shared 	<p><i>Suggested activities to promote Responsible Decision-Making:</i></p> <ul style="list-style-type: none"> ● Group assessment /reflection at the close of a PBL, collaborative discussion, or group activity. ● Developing norms, responsibilities, and consequences for collaborative assessments (ie. PBLs,

	<p>materials in a manner that meets individual needs/goals</p> <ul style="list-style-type: none"> • Developing consistent routines and procedures • Greeting students daily • Use of regulating activities (ie. puzzles, coloring pages, safe corners, scenarios) 	<p>about the conflict from a different character's perspective or point of view.</p> <ul style="list-style-type: none"> • Engaging with a wide-range of media that offer varied perspectives about a topic or issue. • Examining verbal and nonverbal cues during discussions to monitor and adjust for appropriate responses. 	<p>writing activity.</p> <ul style="list-style-type: none"> • Engaging in restorative Circles or morning meetings 	<p>Book Clubs)</p> <ul style="list-style-type: none"> • Assessing SMART goals by examining the impact of their actions on the outcome, making adjustments, as necessary based on reflection, and determining next steps. • Use of Restorative Practices to resolve conflict • Student-led conferences • Modeling decision-making.
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Additional Resources:

[Commonsense.org- Civil Rights and Social Justice Resources/Simulations](https://www.common Sense.org/civil-rights-and-social-justice-resources/simulations)