Randolph Township Schools
Randolph Middle School

Grade 8 English Language Arts
Curriculum

"Don't ever diminish the power of words. Words move hearts and hearts move limbs."
--Hamza Yusuf

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Randolph Township Schools
Department of Humanities
Grade 8: English Language Arts

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

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Randolph Township Schools
Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School District ensures that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment. The Curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION
EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first.
- Mutual respect and trust are the cornerstones of a learning community.
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members.
- A successful learning community communicates honestly and openly in a non-threatening environment.
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways.
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth.

Randolph Township Schools
Department of Humanities
Grade 8 English Language Arts Curriculum

Introduction

In Eighth Grade English Language Arts, students engage in discourse about classical literature and nonfiction as well as topics of current concern and interest. Students are introduced to short fiction and novels, selections related to inhumanity, mythology, and Shakespeare's works. Teachers and students select from a list of core titles, book club novels, and independent reading books (IRBs). Students learn the tools and strategies necessary to become more sophisticated independent readers while using self-selected and teacher-guided materials. Teachers and students use language for a variety of purposes, including various types of writing: explanatory/expository, argument, research, and narrative. Students practice the writing process with emphasis on revisions for content and editing for style to produce well-crafted writing. Writing assignments, including those related to reading selections, will reinforce the learning and application of new vocabulary. Students increase their vocabulary, improve comprehension skills, enhance literary responses, and develop an appreciation of fiction and non-fiction texts. Furthermore, through collaborative classroom instruction, students learn to articulate their academic knowledge and skills using a variety of modalities including written response, public speaking, and electronic media. Students grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, as well as common aspects of human existence. To achieve these goals, the course is guided by the New Jersey Student Learning Standards and goals established by the Randolph Township Board of Education.

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
9 weeks	I	Inhumanity
8 weeks	II	Analyzing Literature
7 weeks	III	Mythology
6 weeks	IV	Shakespeare
6 weeks	FLOATING	Global Citizenship—Action in the 21st Century

TRANSFER: Evaluate ethical choices people make in life when confronted with adversity.

Analyze the power of words and images to transform lives, to provide insight into the experiences of others, and to allow for an understanding of cultures and universal issues.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Knowledge and action are essential to overcoming indifference.	What is the obligation of the world to intervene morally, ethically, and spiritually during instances of inhumanity? What is the obligation of the individual to intervene morally, ethically, and spiritually during instances of inhumanity?
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **NJSLSA.R4.** 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.	Examining the past provides insight for the present and future.	How can a society heal from acts of inhumanity? Have acts of inhumanity impacted the evolution of the global society? If so, how?
NJSLSA.R5. 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.	People's actions are influenced by their cultural, political, and religious perspectives.	What motivates people to commit inhumane acts?
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	Inhumane acts share similar characteristics in overarching motivations and consequences.	What are the parallels between movements of inhumanity throughout history?
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	An author's style, structure and point of view impacts the reader's interpretation of a text.	How might an analysis of fiction and nonfiction help individuals construct an understanding of reality?

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. **NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. **NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **NJSLSA.W10.** 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	**KNOWLEDGE** **Students will know:** Analysis is best supported with strong textual evidence. A summary of a text does not include a reader's opinion or judgment. Literary works have themes that, when compared, reveal universal human experiences. Narrative elements such as point of view, plot, setting, character, conflict, resolution, and theme interact. Author's use characters, setting, plot, and conflict to reveal the theme of a text. An author develops a character using multiple methods. Authors use a variety of literary devices to convey meaning. An author's language determines tone, which affects a reader's understanding of a text or concept. Author/speaker's language determines tone and affects reader's perspective.	**SKILLS** **Students will be able to:** Select strongest textual evidence when supporting position. Summarize a reading selection that is objective and does not include opinions or judgments. Write analytical responses that focus on the development of literary themes, using relevant textual evidence to support inferential and/or interpretative thinking. Interpret how narrative elements interact within a text. Analyze the development of themes and how they are reflected in characters, settings, plots, and conflict. Assess examples of direct and indirect characterization, as well as identify various types of characters represented in a text (round, flat, dynamic, static, foils, etc.) Identify and interpret literary devices, such as examples of figurative language (analogy, simile, metaphor, personification, hyperbole), alliteration, allusion, imagery, repetition, foreshadow, irony, etc. Evaluate an author's word choice to determine tone and meaning. Evaluate the author's word choice to determine tone and meaning.

a range of tasks, purposes, and audiences. **NJSLSA.SL1.** 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. **NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **NJSLSA.SL4.** 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. **NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **NJSLSA.L3.** 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. **NJSLSA.L4.** 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. **NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings. **NJSLSA.L6.** 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	The point of view affects a reader's interpretation of the characters. An author's purpose influences the structure of a text. Authors take various approaches to develop common topics. Readers utilize a variety of comprehension and skills to monitor meaning. Comparing and contrasting characters' experiences and reactions in various texts allows readers to develop empathy, inherit traits that they deem admirable, and recognize human motivations and consequences. Analytical responses include restatement of the question, an answer to the question(s), textual evidence, and an explanation of textual evidence. MLA formatting is the district-approved format for academic writing. Paraphrasing and/or quoting of information from	Analyze how differences in a narrator's point of view impacts a reader's interpretation of characters. Examine texts to establish how an author's purpose contributes to its structure (flashback, alternating point of view, chronological, etc.) Analyze and apply various text structures in order to introduce and develop a topic. Apply fiction comprehension and analysis skills in order to monitor and gain meaning: predicting, inferring, re-reading, questioning, visualizing, connecting in order to monitor and to gain meaning. Apply nonfiction comprehension and analysis skills in order to monitor and gain meaning: summarizing central ideas, making inferences, asking questions, identifying key terms, interpreting text features, identifying signal words, and analyzing an author's diction and craft. Write compare and contrast responses that focus on character development and use relevant textual evidence to support an inferential and/or interpretative analysis. Write analytical responses that include all of the required elements in order to express an inferential and/or interpretative analysis. Use MLA formatting in academic writing. Paraphrase and/or quote information from literary and nonfiction texts to avoid plagiarism.

important to comprehension or expression.	sources are necessary to avoid plagiarism.	Craft a thesis statement about a topic or idea.
	Writers use significant observations to develop a thesis statement that communicates their position about a topic or idea.	Write a draft that includes quotations and specific examples from the text to support and develop inferential and interpretative ideas.
	Writers incorporate evidence such as quotations and specific examples from the text to support and develop a topic or idea.	Select specific vocabulary and transitions to produce a clear and coherent written response.
	Word choice and transitions are necessary components for developing and supporting a topic or idea in a written response.	Analyze a draft, revise the content as needed, and recognize and correct grammar, usage, and conventional errors.
	The writing process is not complete without significant revision and editing.	Research and evaluate sources for credibility, validity, purpose, and reliability.
	Researchers evaluate the sources they plan to use to support an idea.	Use technology to collaborate and conduct research.
	Technology, including the internet, is used to execute effective research and collaborate with others.	Identify and use prefixes, suffixes, and root words to determine word meaning of grade appropriate, general academic, and domain specific words and phrases.
	Prefixes, suffixes, and root words may be used to determine word meaning.	Use reference materials to determine appropriate meanings.
	Context clues may be used to determine word meaning, and they can determine appropriate definition from reference sources.	Distinguish among the connotations of words with similar denotations.
	Words have connotations and denotations.	Prepare for and participate in structured classroom discussions using appropriate text and/or other pertinent materials, as well as building on others' ideas and expressing their own clearly and persuasively.
	Speaking and listening in a structured discussion requires preparation.	

		Acquire and use appropriate vocabulary in reading, writing and speaking.
	Vocabulary is important when comprehending texts and expressing ideas. **VOCABULARY:** *Words to Go* Vocabulary Units Inhumanity Bias Propaganda Stereotypes Tolerance Resistance Genocide Perpetrator Victim Bystander Upstander **KEY TERMS:** Text Structures: *Sequential, Compare/Contrast, Cause and Effect, Problem and Solution, Description* Perspective Thesis statement Topic sentence Evidence In-text citation Works Cited Explanation Wrap-up/closing sentence Transition words/phrases Introduction Conclusion MLA heading Exposition Rising action Climax Falling action Denouement/resolution Direct/indirect characterization Setting Conflict	

	Analogy	
	Metaphor	
	Simile	
	Allusion	
	Diction	
	Chronological	
	Types of Thinking: *Interpretive, Inferential, Literal*	
	Theme	
	Text Features	
	Signal Words	
	Craft	
	Visualization	
	Author's Purpose	
	Euphemism	
	Alternating Point of View	
	Repetition	
	Synthesize	
	Compare/Contrast	
	Relevance	
	Credibility	
	Validity	
	Reliability	
	Purpose	
	Summary	
	Tone	
	Paraphrase	
	Plagiarism	
	Foreshadow	
	Character Development	
	Universal Themes	
	Flashback	

KEY LEARNING EVENTS AND INSTRUCTION:

Tier 1 (Knowledge/Comprehension)
- Pretest on Literary Terms
- Diagnostic Writing Pieces
- Close reading strategies
- Read-Aloud/Think-Aloud of "Terrible Things" by Eve Bunting for types of thinking (*literal, inferential, critical*) and literary elements
- Gallery walk on unit vocabulary (i.e. propaganda, perpetrator, etc.)
- Pre-Reading Jigsaw on major events/historical background for the Holocaust (Indoctrination, Technology & Infrastructure, Key Events: *Escalation of Genocide, Nuremburg Laws, Kristallnacht, Final Solution*, *Resistance & Surviva*l)

- Partner and independent reading/annotating of literary and nonfiction selections; Focus: fix-up strategies, types of thinking, responding to text, central ideas, supporting details and text structure
- Individual/Group Conferencing

Tier 2 (Application/Analysis)
- Book Clubs
- Inhumanity Picture Book Activity: Apply types of thinking, literary elements, and responding-to-text strategies as students read picture books in groups
- Character mapping graphic organizer
- Cooperative Group Jigsaw
- Reading Response Journal Entries (types of thinking, responding-to-text strategies: BHH framework, sketch to stretch)
- Pre-Reading Semantic Scales
- Pre-Reading: Read for Meaning (probable passage)
- "Say Something" Reading Circles
- Partner and independent reading/annotating Chapters i-4 *Genocide*; Focus: author's purpose, author's craft, text structure, signal words, central idea/detail
- World Café relating to *Genocide* chapters 5-8
- Literary Analysis Task: *Compare and contrast the protagonist (experience, character traits, response to conflict, etc.) from two novels.*

Tier 3 (Synthesis/Evaluation)
- Open-ended responses (Focus: theme, characterization)
- Research-based activities: *Is the novel (*The Devil's Arithmetic/Night*) an accurate and authentic portrayal of people's experiences during the Holocaust? Is your book club novel an accurate and authentic portrayal of people's experiences during a specific movement of inhumanity?*
- Class Discussion: *What are the common characteristics between times of inhumanity throughout history?*
- Book Club Selections & Prompts relating to *The Devil's Arithmetic/Night*
- Evaluate essay structures (model, mentor, and peer review): model thesis statement, topic sentences, evidence formatting and paragraph structure
- Literary Analysis Task: *Explain how one or two authors develop a common theme throughout their literary works.*
- Genre Reformulation Task: *Write about the events that took place in your reading in the form of a newspaper article/letter to a friend/journal entry.*
- Narrative Writing Task: *Write a narrative response in which a character from one novel enters the story of another.*

 ASSESSMENT EVIDENCE: *Students will show their learning by the following, including, but not limited to:*
- Scholastic Reading Inventory
- Edmentum Benchmarks
- Reading checks
- Timed reading assessments
- Analytical response rubric
- Narrative response rubric
- Literary analysis essay
- Research assignment rubrics
- Writing benchmark
- Do Now assignments
- Exit tickets

- Think-Pair-Share
- Unit tests/quizzes/projects
- Book Club Assessments

UNIT I: Inhumanity

SUGGESTED TIME ALLOTMENT	UNIT RESOURCES	SUPPLEMENTAL UNIT RESOURCES (include, but not limited to)
9 weeks	*Genocide: Modern Crimes against Humanity* (excerpts) by Brendan January **Class Novels:** *The Devil's Arithmetic* by Jane Yolen *Night* by Elie Wiesel* *Never Fall Down* by Patricia McCormick* **Book Club Novels:** *Tree Girl* by Ben Mikaelsen *Zlata's Diary* by Zlata Filipovic *Lost Boy, Lost Girl: Escaping Civil War in Sudan* by John Bul Dau and Martha Arual Akech *Never Fall Down* by Patricia McCormick *Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah *The Red Umbrella* by Christina Gonzalez *A Long Walk to Water* by Linda Sue Park *First They Killed my Father* by Ung Loung* *Kaffir Boy* by Mark Mathabane (excerpts only)* *The Bosnia List: A Memoir of War, Exile, and Return* by Kenan (excerpts only) Trebincevic and Susan Shapiro* *They Poured Fire on Us From the Sky* by Alphonsion Deng* *Sold (excerpts only)* by Patricia McCormick *Honors	• "The Perils of Indifference" by Elie Wiesel • "Terrible Things: An Allegory of the Holocaust" by Eve Bunting • Various children's picture books with themes of inhumanity • Junior Great Books series • Prentice Hall Literature (Silver Edition)

Eighth Grade English Language Arts
UNIT II: Analyzing Literature

TRANSFER: Relate complex literary themes to life.

Interpret how authors write literary works to reflect issues and experiences in the real world.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Themes in literature are universal.	How do literary themes relate to a reader's personal experiences and the world?
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Cultural values and real-world issues shape works of literature.	What does literature reveal about humanity?
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	The historical context behind a literary work gives readers a fuller appreciation of the piece.	What is the significance of the historical context behind a literary work?

	KNOWLEDGE	SKILLS
NJSLSA.R4. 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.	**Students will know:**	**Students will be able to:**
	When analyzing a text, a reader uses combination of explicit and inferential evidence.	Select strongest textual evidence when supporting position.
NJSLSA.R5. 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.	A summary of a text does not include a reader's opinion or judgment.	Summarize a reading selection that is objective and does not include opinions or judgments.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	Literary works have themes that, when compared, reveal universal human experiences.	Write analytical responses that focus on comparing the development of literary themes between at least two texts, using relevant textual evidence to support inferential and/or interpretative thinking.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the	Narrative elements such as point of view, plot,	Interpret how narrative elements interact within

reasoning as well as the relevance and sufficiency of the evidence.	setting, character, conflict, resolution, and theme interact.	a text.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Author's use characters, setting, plot, and conflict to reveal the theme of a text.	Analyze the development of themes and how they are reflected in characters, settings, plots, and conflict.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	An author develops a character using multiple methods.	Assess examples of direct and indirect characterization, as well as identify various types of characters represented in a text (round, flat, dynamic, static, foils, etc.)
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Authors use a variety of literary devices to convey meaning.	Identify and interpret literary devices, such as examples of figurative language (analogy, simile, metaphor, personification, hyperbole), alliteration, imagery, repetition, foreshadow, irony, etc.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Authors use characters, conflicts, and settings to represent, or symbolize, specific events, ideas, and issues in the real world.	Analyze how individual characters, events, and settings work together to represent events, ideas, and issues that exist beyond the world of a text.
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	An author's language determines tone, which affects a reader's understanding of a text or concept.	Evaluate an author's word choice to determine tone and meaning.
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Fables, parables, and allegories are different types of stories, with unique characteristics, that authors use to convey specific messages to readers.	Examine the specific characteristics of different types of stories; evaluate why an author would choose to write a specific type of story.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	An author's purpose influences the structure of a text.	Examine texts to establish how an author's purpose contributes to its structure (flashback, alternating point of view, chronological, etc.)
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Authors take various approaches to develop common topics.	Analyze and apply various text structures in order to introduce and develop a topic.
	Author's stylistic choices impacts the reader's understanding of characters, theme, and purpose.	Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **NJSLSA.W10.** 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. **NJSLSA.SL1.** 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. **NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **NJSLSA.SL4.** 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. **NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **NJSLSA.L3.** 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. **NJSLSA.L4.** 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.	Readers utilize a variety of comprehension and skills to monitor meaning. Comparing and contrasting characters' experiences and reactions in various texts allows readers to develop empathy, inherit traits that they deem admirable, and recognize human motivations and consequences. Analytical responses include restatement of the question, an answer to the question(s), textual evidence, and an explanation of textual evidence. MLA formatting is the district-approved format for academic writing. Paraphrasing and/or quoting of information from sources are necessary to avoid plagiarism. Writers use significant observations to develop a thesis statement that communicates their position about a topic or idea. Writers incorporate evidence such as quotations and specific examples from the text to support and develop a topic or idea.	Apply fiction comprehension and analysis skills in order to monitor and gain meaning: predicting, inferring, re-reading, questioning, visualizing, connecting. in order to monitor and to gain meaning. Apply nonfiction comprehension and analysis skills in order to monitor and gain meaning: summarizing central ideas, making inferences, asking questions, identifying key terms, interpreting text features, identifying signal words, and analyzing an author's diction and craft. Write compare and contrast responses that focus on character development and use relevant textual evidence to support an inferential and/or interpretative analysis. Write analytical responses that include all of the required elements in order to express an inferential and/or interpretative analysis. Use MLA formatting in academic writing. Paraphrase and/or quote information from literary and nonfiction texts to avoid plagiarism. Craft a thesis statement about a topic or idea. Write a draft that includes quotations and specific examples from the text to support and develop inferential and interpretative ideas. Select specific vocabulary and transitions to

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. **NJSLSA.L6.** 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.	Word choice and transitions are necessary components for developing and supporting a topic or idea in a written response. The writing process is not complete without significant revision and editing. Researchers evaluate the sources they plan to use to support an idea. Technology, including the internet, is used to execute effective research and collaborate with others. Prefixes, suffixes, and root words may be used to determine word meaning. Context clues may be used to determine word meaning, and they can determine appropriate definition from reference sources. Words have connotations and denotations. Speaking and listening in a structured discussion requires preparation. Vocabulary is important when comprehending texts and expressing ideas. **VOCABULARY:** *Words to Go* Vocabulary Units Communism Fascism	produce a clear and coherent written response. Analyze a draft, revise the content as needed, and recognize and correct grammar, usage, and conventional errors. Research and evaluate sources for credibility, validity, purpose, and reliability. Use technology to collaborate and conduct research. Identify and use prefixes, suffixes, and root words to determine word meaning of grade appropriate, general academic, and domain specific words and phrases. Use reference materials to determine appropriate meanings. Distinguish among the connotations of words with similar denotations. Prepare for and participate in structured classroom discussions using appropriate text and/or other pertinent materials, as well as building on others' ideas and expressing their own clearly and persuasively. Acquire and use appropriate vocabulary in reading, writing, and speaking.

| | Socialism
Individualism
Democracy
Utopia
Dystopia
Self-Reliance
Civil Disobedience

KEY TERMS:
Denotation
Connotation
Allegory
Parable
Fable
Prose
Poetry
Stanza
Meter
Rhyme
Imagery
Alliteration
Hyperbole
Personification
Rhythm
Apostrophe
Cliché
Irony
Symbolism
Pun
Paradox
Line
Verse
Tone
Mood
Speaker | |

KEY LEARNING EVENTS AND INSTRUCTION:

Tier 1 (Knowledge/Comprehension)
- Close reading strategies
- Character map
- Visualization map (chapter 6 of *The Pearl*)
- Summarizing through turn and talk/think-pair-share etc.

- Figurative Language Scavenger Hunt (*The Pearl)*
- Chapter "Book" Reviews
- Pre-Reading Inference Activity (*Anthem*)
- Image Gallery Walk (*The Pearl*)
- Identify and discuss common themes in *The Pearl* and *Anthem.*
- Selected excerpts of nonfiction texts on Thomas Moore (*Utopia*), Ralph Waldo Emerson (*Self-Reliance)*, Henry David Thoreau (*Civil Disobedience)*
- Research Activity: *Research and select a poem on individuality; Explain how the poet develops the theme of individuality.*

Tier 2 (Application/Analysis)
- Book Clubs
- Symbolism Analysis activity
- Passage re-write using figurative language
- News reporting on events in the plot
- Genre Reformulation Task: *Letter to/interview of the character*
- Close reading strategies during guided reading
- Literary Analysis Task: *Compare and contrast themes in* The Pearl *and* Anthem.
- Passage Analysis (*Anthem*)
- Discussion: *Compare and contrast the philosophical views of Moore, Emerson, Thoreau, and Rand.*
- Group graffiti analysis of student-selected poems on individuality
- Poetry Four-Square Analysis: "Your World" by Georgia Douglas Johnson; "Identity" by Julio Noboa Polanco; "Alone" by Edgar Allen Poe; "You, If No One Else" by Tino Villanueva; "I Look at the World" by Langston Hughes

Tier 3 (Synthesis/Evaluation)
- UN Reading Journals
- Debate: *Is Kino innocent or guilty?*
- Alternative ending to the plot
- SOLE (Self-Organized Learning Environment) task on Ayn Rand's philosophy of individualism
- Fishbowl Discussion: *How is the philosophy of individualism expressed in* Anthem?
- Argumentative Response: *Who is to blame for the tragedy at the end of the novel?*
- Analytical Response: *Compare the symbolism of the pearl in* The Pearl *and the monkey's paw in* "The Monkey's Paw."
- Analytical Response: *Evaluate how Steinbeck describes the setting to reflect the conflict of the novel?*
- Literary Analysis Essay: *Explain how two authors develop a common theme throughout their literary works.*

ASSESSMENT EVIDENCE: *Students will show their learning by the following, including, but not limited to:*
- Scholastic Reading Inventory
- Edmentum Benchmark Assessments
- Reading checks
- Timed reading assessments
- Analytical response rubric

- Narrative response rubric
- Literary analysis essay
- Writing benchmark
- Do Now assignments
- Exit tickets
- Think-Pair-Share
- Unit tests/quizzes/projects
- Book Club Assessments

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Eighth Grade English Language Arts
UNIT II: Analyzing Literature

SUGGESTED TIME ALLOTMENT	UNIT RESOURCES	SUPPLEMENTAL UNIT RESOURCES (include, but not limited to)

8 weeks	**Class Novels:** *The Pearl* by John Steinbeck *Anthem* by Ayn Rand *The Strange Case of Dr. Jekyll & Mr. Hyde* by Robert Louis Stevenson*	• Poems: "Your World" by Georgia Douglas Johnson; "Identity" by Julio Noboa Polanco; "Alone" by Edgar Allen Poe; "You, If No One Else" by Tino Villanueva; "I Look at the World" by Langston Hughes • "Utopia" (excerpt) by Thomas Moore • "Self-Reliance" (excerpt) by Ralph Waldo Emerson • "Civil Disobedience" (excerpt) by Henry David Thoreau • "The Monkey's Paw" by W.W. Jacobs • "The Lottery" by Shirley Jackson • "Harrison Bergeron" by Kurt Vonnegut • "The Landlady" by Roald Dahl • "Lamb to the Slaughter" by Roald Dahl • "The Tell-Tale Heart" by Edgar Allan Poe • *We* (excerpts) by Yevgeny Zamyatin • *Animal Farm* (excerpts) by George Orwell • "The Island" by Armin Greder • Prentice Hall Literature (Silver Edition) • Junior Great Books series
	*Honors	

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Eighth Grade English Language Arts
UNIT III: Mythology

TRANSFER: Examine how myths provide geographical, political, and cultural insights about particular groups of people during given periods of time.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Civilizations embed values, beliefs, and ideas into the stories they tell.	What can myths reveal about a civilization?
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Myths possess specific structure and characteristics to communicate universal themes.	How are myths different from other types of literature? How are myths similar to other types of literature?
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	A hero is often a complex construct and reflects values of a specific society.	What is the function of a hero in a society?
NJSLSA.R4. 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.	**KNOWLEDGE**	**SKILLS**
NJSLSA.R5. 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. **NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.	**Students will know:** Readers utilize a variety of comprehension and skills to monitor meaning.	**Students will be able to:** Apply fiction comprehension and analysis skills in order to monitor and gain meaning: predicting, inferring, re-reading, questioning, visualizing, connecting in order to monitor and to gain meaning. Apply nonfiction comprehension and analysis skills in order to monitor and gain meaning: summarizing central ideas, making inferences, asking questions, identifying key terms, interpreting text features, identifying signal words, and analyzing an author's diction and craft.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.R8.** 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.	Oral tradition was the means by which mythology was delivered.	Recognize the significance of the mutability of myths.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **NJSLSA.R10.** Read and comprehend complex literary	Myths possess specific structures and characteristics, such as explaining. The hero's journey cycle is an archetype that is present in	Identify and examine the characteristics of mythology; cite textual evidence to support commonalities.

and informational texts independently and proficiently with scaffolding as needed.	many literary works.	Identify, examine, and compare the hero's journey cycle in hero myths and modern works of literature; cite textual evidence to support analysis.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Mythological themes are similar to themes of modern literary works; these themes enforce social ethics and reveal aspects of human nature.	Analyze the themes and morals embedded in myths and evaluate their relevance in today's society, including modern literary works.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	An author's style influences how a reader interprets characters, conflicts, and themes.	Compare and contrast the stylistic choices of two or more authors and analyze how the differing styles contributes to the overall meaning of a text.
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	When writing a narrative piece to expand on a text written by another author, it is important to keep specific elements, such as characterization, plot, conflict, stylistic choices, point of view, setting, and theme, consistent.	Analyze an author's style; mimic an author's writing style by creating a narrative piece that builds and/or expands on a specific moment of a pre-existing story (beginning, middle, or end).
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	An author's language determines tone, which affects a reader's understanding of a text or concept.	Evaluate an author's word choice to determine tone and meaning.
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	A summary of a text does not include a reader's opinion or judgment.	Write a summary of a reading selection that is objective and that does not include opinions or judgments.
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Analytical responses include restatement of the question, an answer to the question(s), textual evidence, and an explanation of textual evidence.	Write analytical responses that include all of the required elements in order to express an inferential and/or interpretative analysis.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Narrative writing communicates real or imagined experiences/events.	Write narratives, utilizing specific techniques to enhance the overall quality of each piece.
NJSLSA.W10. 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.	Narrative writing includes the basic elements of a story, such as point of view, plot, conflict, resolution, setting, characters, and theme.	Practice literary elements; integrate literary elements into narrative writing pieces.

NJSLSA.SL1. 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.	A narrative includes well-structured event sequences.	Develop plot by having the events of a narrative piece unfold logically and purposefully.
NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **NJSLSA.SL4.** 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.	Narrative responses include the basic elements of a story (plot, conflict, resolution, point of view, characters, setting, theme), as well as narrative techniques, including, but not limited to, authentic dialogue, literary devices, precise language, descriptive language, characterization, consistent point of view, consistent pacing, paragraphing, meaningful transition words/phrases, and effective sequencing.	Write narrative responses that include all of the required elements in order to develop real or imagined experiences.
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	The writing process is not complete without significant revision and editing.	Analyze a draft, revise the content as needed, and recognize incorrect usage and conventional errors.
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Prefixes, suffixes, and root words may be used to determine word meaning.	Identify and use prefixes, suffixes, and root words to determine word meaning of grade appropriate, general academic, and domain specific words and phrases. Conclude a fictional story by evaluating the plot in order to ensure a logical ending.
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Context clues may be used to determine word meaning, and they can determine appropriate definition from reference sources.	Use reference materials to determine appropriate meanings.
NJSLSA.L3. 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.	Words have connotations and denotations.	Distinguish among the connotations of words with similar denotations.
NJSLSA.L4. 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.	Speaking and listening in a structured discussion requires preparation. Vocabulary is important when comprehending texts and expressing ideas.	Prepare for and participate in structured classroom discussions using appropriate text and/or other pertinent materials, as well as building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L5. Demonstrate understanding of word	**VOCABULARY:**	Acquire and use appropriate vocabulary in

| relationships and nuances in word meanings.

NJSLSA.L6. 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. | *Words to Go* Vocabulary Units
Natural phenomena
Authentic
Consistency
Effective
Logical

KEY TERMS:
Mythology
Hero
Archetype
Mutability
Hero's Cycle
Hubris
Paragraphing
Oral tradition
Human nature
Universal
Hero
Antihero
Author's style
Pacing
Dialogue
Precise language
Paragraphing
Sequencing | reading, writing, and speaking. |

KEY LEARNING EVENTS AND INSTRUCTION:

Tier 1 (Knowledge/Comprehension)
- Greek God/Goddess survey of learning
- Identify the Hero's Journey cycle in a modern piece of literature (*Scythe/Book Club Novels*).
- Close reading strategies

Tier 2 (Application/Analysis)

- Book Clubs
- Time Capsule Project—Formal argument: *Which Greek myth best represents political and cultural values in the 21ˢᵗ century?*
- Analytical Response: *Are mythological characters responsible for their own fate?*
- Analytical Response: *Explain the role of hubris in mythology.*
- Narrative writing skills 4-square—apply narrative writing skills through extend-the-text responses (authentic dialogue, paragraphing, figurative/descriptive language and literary devices, expanded writing).
- Compare and contrast ancient and modern heroes; discussion: *How has the idea of a hero evolved over time?*

Tier 3 (Synthesis/Evaluation)
- Greek Barbie Mini-Research Project
- Narrative Task: Create an original myth that provides a fictional account of how a specific problem within your UN Sustainable Development Goal originated.
- Narrative Task: Add an appropriate Greek god/goddess into a moment of your book club novel; explain why this Greek god/goddess is the most related to the characters, conflict, and/or overall plot of your book club novel.
- Research Task: Research a specific civilization (including, but not limited to, Egypt, Iceland, Mesopotamia, Native American, Rome, etc.) and read ancient myths from that civilization to assess how geographical, political, and cultural values are represented. Then, explain how themes, characters, and conflicts from these ancient myths relate to the world today.

ASSESSMENT EVIDENCE: *Students will show their learning by the following, including, but not limited to:*
- Reading checks
- Timed reading assessments
- Analytical response rubric
- Narrative response rubric
- Literary analysis essay rubric
- Writing benchmark
- Do Now assignments
- Exit tickets
- Think-Pair-Share
- Unit tests/quizzes/projects
- Book Club Assessments

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Eighth Grade English Language Arts
UNIT III: Mythology

SUGGESTED TIME ALLOTMENT	UNIT RESOURCES	SUPPLEMENTAL UNIT RESOURCES (include, but not limited to)

7 weeks	**Class Novels:** *The Time Machine* by H.G. Wells* *Scythe* by Neal Shusterman* **Resource Novels:** *Echoes of Mount Olympus* *Greek Myths* by Olivia Coolidge *Heroes, Gods, and Monsters of the Greek Myths* by Bernard Evslin *Mythology: Timeless Tales of Gods and Heroes* by Edith Hamilton* *The Odyssey/The Iliad* (selected excerpts) by Homer* **Book Club Novels:** *Uglies* by Scott Westerfeld *Ship Breaker* by Paulo Bacigalupi *The Hunger Games* by Suzanne Collins *Unwind* by Neal Shusterman *Scythe* by Neal Shusterman *Honors	**Related texts:** • *The Olympians Series* by George O'Connor • Junior Great Books series • Prentice Hall Literature Silver Edition **Related online sources:** • Look in the Mythic Mirror—compare/contrast ancient Greek heroes and modern day heroes • Winged Sandals—Greek myths interpreted • Rick Riordan Podcast—mutability of myths & writing of Percy Jackson series • Mythweb • TED - Ed Talks "What Makes a Hero?" **Related films:** • *Clash of the Titans* • *Dawn of the Greek Gods* • *The Gods of Mount Olympus* (Safari Montage) • *Defying Gods* (Safari Montage) • *Nature Myths* (Safari Montage)

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Eighth Grade English Language Arts
UNIT IV: Shakespeare

TRANSFER: Assess the relevancy of William Shakespeare in the 21st century.		

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Shakespeare's themes, characters, and conflicts transcend time and reveal universal truths about human nature.	Is Shakespeare still relevant in the 21st century? If so, how?
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Shakespeare's writing enriched and influenced the modern English language.	Why and how might standards of the English language change over time?
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**KNOWLEDGE**	**SKILLS**
NJSLSA.R4. 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.	**Students will know:** Readers utilize a variety of comprehension and skills to monitor meaning.	**Students will be able to:** Apply fiction comprehension and analysis skills in order to monitor and gain meaning: predicting, inferring, re-reading, questioning, visualizing, connecting in order to monitor and to gain meaning.
NJSLSA.R5. 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. **NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.		Apply nonfiction comprehension and analysis skills in order to monitor and gain meaning: summarizing central ideas, making inferences, asking questions, identifying key terms, interpreting text features, identifying signal words, and analyzing an author's diction and craft.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Dramatic elements (script, setting, theme, characters, monologue, soliloquy, set design, stage directions, etc.) are essential to understanding Shakespeare's works.	Define, identify, analyze, and track examples of the elements of a play.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	Characterization is revealed through dialogue.	Analyze dialogue for direct and indirect characterization, citing textual evidence that supports an inferential and/or interpretative analysis.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,	Shakespeare's themes & motifs are still relevant today.	Compare and/or contrast modern works that reflect themes and motifs from Shakespeare's works.

organization, and analysis of content.		Analyze sentences to determine how structure advances action, character and/or plot.
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Shakespeare purposefully constructs language for effect.	
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Analytical responses include restatement of the question, an answer to the question(s), textual evidence, and an explanation of textual evidence.	Write analytical responses that include all of the required elements in order to express an inferential and/or interpretative analysis.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	A summary of a text does not include a reader's opinion or judgment.	Write a summary of a reading selection that is objective and that does not include opinions or judgments.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Directors make interpretations of Shakespeare's works that may vary from the original source material.	Compare and contrast a film/stage production of Shakespeare's works to the original source material; evaluate the choices made by directors and/or actors.
NJSLSA.W10. 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.	The historical context behind a Shakespearean play gives readers an opportunity to make logical inferences and relevant connection, as well as generate a more in-depth analysis of the work.	Read, view, and discuss informational text that is relevant to the play being studied.
NJSLSA.SL1. 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.	Prefixes, suffixes, and root words may be used to determine word meaning.	Identify and use prefixes, suffixes, and root words to determine word meaning of grade appropriate, general academic, and domain specific words and phrases.
NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		Conclude a fictional story by evaluating their plot in order to ensure a logical ending.
NJSLSA.SL4. 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.		
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Context clues may be used to determine word meaning, and they can determine appropriate definition from reference sources.	Use reference materials to determine appropriate meanings.
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Words have connotations and denotations.	Distinguish among the connotations of words with similar denotations.
	Speaking and listening in a structured discussion requires	Prepare for and participate in structured

NJSLSA.L3. 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. **NJSLSA.L4.** 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. **NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings. **NJSLSA.L6.** 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.	preparation. Vocabulary is important when comprehending texts and expressing ideas. **VOCABULARY:** *Words to Go* Vocabulary Units The Globe Theater Renaissance Elizabethan Thee Thou Thine **KEY TERMS:** Monologue Soliloquy Prologue Epilogue Aside Scene Act Comedy Tragedy Stage directions Allusion Iambic pentameter Verse Prose Irony (situational, dramatic, verbal) Pun Sonnet	classroom discussions using appropriate text and/or other pertinent materials, as well as building on others' ideas and expressing their own clearly and persuasively. Acquire and use appropriate vocabulary in reading, writing and speaking. Identify and use prefixes, suffixes, and root words to determine word meaning.

KEY LEARNING EVENTS AND INSTRUCTION:

Tier 1 (Knowledge/Comprehension)
- Read Shakespearean passages and "translate" them into modern day English
- Close reading strategies

Tier 2 (Application/Analysis)
- Shakespeare song lyrics activity: *"Translate" a modern day song into Shakespearean language; Analyze how the word choice affects the overall meaning of the song.*
- Read, perform, and analyze various Shakespearean selections (plays, sonnets, and excerpts).

Tier 3 (Synthesis/Evaluation)
- Shakespearean word research activity: *Choose a word from Shakespeare's works and study the origins of the word, as well as the way in which its meaning has evolved throughout history.*
- Genre Reformulation Task: Choose a scene or chapter from a modern literary or cinematic work and structure the original text into an authentic Shakespearean scene.
- Analytical Response: Explain how Shakespeare is relevant in the 21st century.

ASSESSMENT EVIDENCE: *Students will show their learning by the following, including, but not limited to:*
- Reading checks
- Timed reading assessments
- Analytical response rubric
- Do Now assignments
- Exit tickets
- Think-Pair-Share
- Unit tests/quizzes/projects

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Eighth Grade English Language Arts
UNIT IV: Shakespeare

SUGGESTED TIME ALLOTMENT	UNIT RESOURCES	SUPPLEMENTAL UNIT RESOURCES (include, but not limited to)

6 weeks	**Class Novels:**
	Various Shakespeare scenes and monologues
	A Midsummer Night's Dream by William Shakespeare
	Julius Caesar by William Shakespeare*
	
	*Honors
		Related texts:
		• *Shakespeare's Star Wars* series (excerpts) by Ian Doescher
		• *The 30-Minute Shakespeare Anthology* by Nick Newlin
		• *111 Shakespeare Monologues* by Lisa Bansavage and L.E. McCullough
		• *60 Shakespeare Scenes* by Lisa Bansavage, L.E. McCullough, and Jill K. Swanson
		• Various Shakespearean sonnets (including, but not limited to):
		   • "Sonnet 18"
		   • "Sonnet 130"
		
		Related videos:
		• *A Midsummer Night's Dream*
		• *Julius Caesar*
		• *Shakespeare in the Classroom*
		• *Looking for Richard*
		
		Related online:
		• Rice University's production of *A Midsummer Night's Dream:*
		https://www.youtube.com/watch?v=0P-bJjrVOtI
		www.shakespeare-online.com
		• Animated *Midsummer Night's Dream* on YouTube:
		https://www.youtube.com/watch?v=M1wMfOwlAZ8
		• Selected clips from *Shakespeare Uncovered*:
		http://www.pbs.org/wnet/shakespeare-uncovered/
		• Selected TED Talks
		• YouTube clips of related movie trailers/excerpts based on Shakespeare's works

Eighth Grade English Language Arts
FLOATING UNIT: Global Citizenship—Action in the 21ˢᵗ Century

TRANSFER: Produce writing to address task, purpose, perspective, and intended audience; research and apply appropriate evidence to create a clear and coherent message. Relate knowledge of universal themes and problems, as well as research skills and public speaking techniques, to participating actively as an informed global citizen.	

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	As global citizens, we have a responsibility to address the problems of society. The problems worth addressing are determined by needs of the society and vary based on a citizen's values.	What makes a problem worth addressing? In a global society, what is a citizen's role in addressing problems?
NJSLSA.R4. 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.	A 21st century learner needs a variety of skills in order to be an effective citizen in a global community: research, literacy, communication, and collaboration.	What skills are essential to be a global citizen in the 21st century?
NJSLSA.R5. 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.	Research provides evidence to inform and challenge individual perspectives, as well as promote change.	How can data be used to influence change?
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	Researchers must examine sources for credibility, validity, purpose, and reliability.	How do you know when research is valid and valuable?
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency	Speakers use a variety of verbal presentation techniques to convey a powerful and passionate message in a variety of contexts.	How does the format of a presentation affect an audience?

of the evidence.	**KNOWLEDGE**	**SKILLS**
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**Students will know:** When researching, writers develop a topic with relevant textual evidence and data to support a claim.	**Students will be able to:** Assess the strongest and most relevant textual evidence.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	Readers utilize a variety of comprehension and analysis skills to monitor meaning.	Apply nonfiction comprehension and analysis skills in order to monitor and gain meaning: summarizing central ideas, making inferences, asking questions, identifying key terms, interpreting text features, and analyzing an author's diction and craft.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	An author's point of view can result in a biased interpretation of information.	Recognize bias in a source.
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	An argument is evaluated for fairness by considering the claim, evidence, and tone of an author.	Construct fair arguments by making logical claims, using a variety of sources to support claims, and developing an academic tone.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Authors and orators use a variety of literary devices, such as figurative language, to convey meaning.	Identify and interpret examples of figurative language, such as analogy, simile, metaphor, personification, and idioms.
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	Authors write about universal topics that are relevant to the real world.	Analyze how authors use characters, plot, conflicts, settings, and themes to symbolize universal topics.
	Authors take various approaches to develop common topics.	Analyze and apply various text structures in order to introduce and develop a topic.
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writers incorporate and thoroughly explain how evidence supports a thesis statement/topic sentence.	Select evidence and construct a thorough written explanation of how the evidence supports a thesis statement/topic sentence.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	When presenting an argument, writers acknowledge opposing claims by offering evidence to support that claim.	Write a counterargument with supporting evidence.
NJSLSA.W10. Write routinely over extended time		Identify and use rhetorical devices, such as

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.	Authors and orators use rhetorical devices to convey meaning or to persuade.	metaphors, rhetorical appeals (ethos, pathos, logos, alliteration, allusion, analogy, anaphora, hyperbole, simile, repetition, anecdote, and parallelism.
NJSLSA.SL1. 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.	Orators use public speaking techniques to effectively communicate a topic or idea.	Identify and use public speaking strategies such as modulation, pause (transition, humor, emphasis, after questions), articulation, and adapting speech to a variety of contexts.
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Argumentative responses include restatement of the question, an answer to the question(s), textual support, an explanation of textual evidence and a developed counterargument.	Write argumentative responses that include all of the required elements in order to support inferential and/or interpretative thinking.
NJSLSA.SL4. 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.	Analytical responses include restatement of the question, an answer to the question(s), textual support, and an explanation of textual evidence.	Write analytical responses that include all of the required elements in order to express inferential and/or interpretative analysis.
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	A summary of a text does not include a reader's opinion or judgment.	Write a summary of a reading selection that is objective and that does not include opinions or judgments.
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Author/speaker's language determines tone and affects reader's perspective. Prefixes, suffixes, and root words may be used to determine word meaning.	Evaluate the author's word choice to determine tone and meaning. Identify and use prefixes, suffixes, and root words to determine word meaning.
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Context clues may be used to determine word meaning, and they can determine appropriate definition from reference sources.	Use context clues and/or appropriate reference sources to determine appropriate meanings.
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Words have connotations and denotations.	Identify and use synonyms and antonyms as forms of context clues to determine word meanings.
NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or	Speaking and listening in a structured discussion	Distinguish among the connotations of words with similar denotations.

style, and to comprehend more fully when reading or listening. **NJSLSA.L4.** 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. **NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings. **NJSLSA.L6.** 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.	requires preparation. MLA formatting is the district-approved format for academic writing. Paraphrasing and/or quoting of information from sources are necessary to avoid plagiarism. Writers use significant observations to develop a thesis statement that communicates their position about the topic. Writers incorporate evidence such as quotations and specific examples from the text to support and develop their position. Word choice and transitions are necessary components for developing and supporting a position in a written response. The writing process is not complete without significant revision and editing. Vocabulary is important when comprehending texts and expressing ideas. When researching, writers evaluate the sources they plan to use to support a claim. A sustained research project is inquiry-based. When preparing a formal presentation, the presenter	Prepare for and participate in structured classroom discussions using appropriate text and/or other pertinent materials, as well as building on others' ideas and expressing their own clearly and persuasively. Use MLA formatting in academic writing. Paraphrase and/or quote information from texts to avoid plagiarism. Develop a thesis statement about an idea that is present throughout the text and that can be supported using textual evidence. Write a draft that includes quotations and specific examples from the text to support and develop a specific position. Select key terms and transition words/phrases to produce a clear and coherent written response. Analyze a draft, revise the content as needed, and recognize and correct grammar, usage, and conventional errors. Acquire and use appropriate vocabulary in reading, writing, and speaking. Evaluate various sources for credibility, validity, purpose and reliability. Students will generate secondary questions based on one overarching question. Students will plan, prepare, and present a formal exhibition on a specific topic or idea.

	uses various media and visual displays to communicate information. **VOCABULARY:** Action Advocate Sustainability Universal Poverty Social Exclusion Vulnerability Innovation Policy Fiscal Sustainable Inequality Tolerance Disadvantaged Marginalized Developing Countries Empowerment Scarcity Infrastructure Biodiversity Industry Consumption Carbon Footprint Global Resilience Justice Institutions Multi-Stakeholders Partnerships Inter-Linkages United Nations High-Level Political Forum on Sustainable Development (HLPF) General Assembly Security Council Secretariat Economic and Social Council Trusteeship Council	

	International Court of Justice Resolution
	KEY TERMS: *Words to Go* Vocabulary Units Perspective Evaluate Counterargument Rhetorical Devices: *metaphors, rhetorical appeals (ethos, pathos, logos), alliteration, allusion, analogy, anaphora, hyperbole, simile, and parallelism, diction, anecdote, and repetition* Symbolism Public Speaking Techniques: *modulation, pause (transition, humor, emphasis, after questions), articulation, and adapting speech* Contexts Text Structures: *sequential, compare/contrast, cause and effect, problem and solution, description* Claim Bias Inquiry Plagiarism Diction Text Features Key Terms Relevancy Credibility Validity Reliability Simile Metaphor Personification Idioms Tone	

KEY LEARNING EVENTS AND INSTRUCTION:

Tier 1 (Knowledge/Comprehension)
- Read and annotate selected UN Sustainable Development Goals handouts
- Observe and summarize informational teacher presentations
- Prepare for and participate in regular peer and teacher conferences (checkpoints)

Tier 2 (Application/Analysis)
- Research and examine the origins of global issues

Tier 3 (Synthesis/Evaluation)
- Argumentative research essay: *Argue why your UN Sustainable Development Goal is the most important/should not be removed due to budgetary concerns.*
- Prepare and present a formal speech
- Prepare a culminating presentation for the Capstone Expo
- Complete Capstone project: plan, act/innovate, advocate

ASSESSMENT EVIDENCE: *Students will show their learning by the following, including, but not limited to:*
- Capstone Portfolio journal entries
- Research tasks
- Argumentative research essay
- Capstone speech
- Take Action proposal
- Expo presentation
- Capstone artifacts
- Reading checks
- Analytical responses
- Argumentative responses
- Group and individual conferencing

SUGGESTED TIME ALLOTMENT	UNIT RESOURCES	SUPPLEMENTAL UNIT RESOURCES
6 weeks	• UN Sustainable Development Goals handouts • Speech excerpts ("We Choose to go to the Moon," "I Have a Dream," etc.) • Randolph Middle School Guide to Research packet • Randolph Middle School Online Databases: EBSCO Databases, SIRS Discoverer, etc. • Various current event articles • Teacher and student work models	