

**Glen Ridge Board of Education**  
**English**  
**Grade 8**  
***Required***  
***Full Year***  
***New Jersey Student Learning Standards***

Written by: Courtney Warren & Smita Ganatra

### English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

**Course Description:** The eighth grade English program strives to encourage students to read and think critically and creatively, analyze literature and text, and write with power and clarity for various purposes. The literary selections seek to expand on the idea that students can use their personal life experiences and what they know of the universal concerns of mankind to make meaning from texts. Students will explore the following essential questions:

- How do we balance the need to conform with the desire to retain our individuality?
- How do we know if the progress we make benefits us and the world around us?
- How can exploring multiple perspectives inform our ideas of what is true?
- How do we maintain our beliefs and advocate for what is right when challenged by those around us?

In works such as *Of Mice & Men*, *Night*, *Fahrenheit 451*, and nonfiction, short stories, and poetry, students will consider the conflicts arising from intolerance and tensions between individuality and conformity. Students will engage with the literature through text-based critical discussions, collaborative multimedia projects, and opportunities for creative and analytical writing and performance. Writing for varied purposes is regularly assigned in order to develop the higher order thinking skills required for analysis, argument, and synthesis.

<b>Name of Course: English 8</b>	
<b>Unit 1: Summer Reading: <i>I Am Malala</i> by Malala Yousafzai</b>	
<b>Time Allotted (days of instruction): 15-20 days</b>	
<b><i>Of Mice &amp; Men</i> by Steinbeck</b> <b>Theme: The Individual versus Himself</b>	
<b>Time Allotted (days of instruction): 20 days</b>	
<b>New Jersey Student Learning Standards (NJSLS):</b>	
<ul style="list-style-type: none"><li>● RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>● RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li><li>● RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li><li>● RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li><li>● RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li><li>● RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</li></ul>	

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

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. Write routinely over extended time frames (time for research, reflection, 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.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● What role does society play in shaping the natural instincts and inclinations of a human being? (Nature versus nurture)</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to...               <ul style="list-style-type: none"> <li>○ Analyze and identify direct and indirect characterization by</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Human Barometer Ice-breaker: On a scale of 1-6, how do you feel about the following statements?               <ul style="list-style-type: none"> <li>○ Those who work hard will achieve their</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>Do those who are privileged have a responsibility to help those who are less fortunate?</li> </ul>	<p>citing evidence.</p> <ul style="list-style-type: none"> <li>Build context of new vocabulary by recalling the meaning of words-of-the-day.</li> <li>Track how characters are marginalized.</li> </ul>	<p>dreams.</p> <ul style="list-style-type: none"> <li>Acts of selflessness are never truly selfless.</li> <li>Killing a human being is intolerable and should be punished severely.</li> <li>Acts of compassion can sometimes be cruel.</li> <li>Running away from a crime is unacceptable.</li> </ul> <ul style="list-style-type: none"> <li>How does Steinbeck represent the above-mentioned statements in his novel? Find examples to prove your assessment.</li> <li>Discuss what it means to be marginalized for race, gender, handicap, etc. Track characters who are marginalized in this novella.</li> <li>Review foreshadowing and locate instances of foreshadowing in the novella.</li> <li>Compose literary analysis essay with step-by-step guidelines for composing thesis, introduction, infusion of textual evidence in body paragraphs, and conclusion. <ul style="list-style-type: none"> <li>Text-to-self &amp; text-to-world connections: In composing this essay, students will consider how various characters in Steinbeck’s novella are marginalized due to gender, race, handicap, etc. They will make connections to their own experiences and the world around them to understand how and why such tensions exist.</li> </ul> </li> </ul>
<p><b>Resources/Materials</b></p>	<ol style="list-style-type: none"> <li><i>Of Mice &amp; Men</i> by John Steinbeck (novel)</li> <li><i>Of Mice &amp; Men</i> film (1992)</li> <li>“Considering John Steinbeck’s “Of Mice and Men’s” Place in the High School Classroom”: <a href="https://medium.com/@MichaelB1/considering-john-steinbecks-of-mice-and-men-s-place-in-the-high-school-classroom-37f5615f9e40">https://medium.com/@MichaelB1/considering-john-steinbecks-of-mice-and-men-s-place-in-the-high-school-classroom-37f5615f9e40</a></li> </ol>	
<p><b>Interdisciplinary Connections</b></p>	<p>History: This novella is best understood and appreciated when readers have knowledge of the Great Depression and the plight of migrant workers.</p> <p>Current Events: Students will also examine the timelessness of Steinbeck’s message by considering how various individuals are marginalized by society, thereby creating tensions and hierarchies within groups.</p>	
<p><b>21st Century Life and Careers</b></p>	<ul style="list-style-type: none"> <li>CRP1: Act as a responsible and contributing citizen and employee.</li> <li>CRP2: Apply appropriate academic and technical skills.</li> <li>CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP5. Consider the environmental, social and economic impacts of decisions.</li> </ul>	

	<ul style="list-style-type: none"> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>
<b>Diversity/Inclusion</b>	This is an easily accessible story of friendship under adversity and relatively straightforward prose, thereby making it ideal for summer reading. Furthermore, Steinbeck’s novel has the ability to spark debate with its controversial content. It can be used as a tool to learn both politically and from a literary perspective; one can discuss both the history and the art behind it.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Thesis composition</li> </ul>	<ul style="list-style-type: none"> <li>● Essay 1: Discuss how characters are marginalized in OMAM. <ul style="list-style-type: none"> <li>○ -Select two characters to show the domino-effect of marginalization. How does one marginalized character abuse another as a way to exert power or release anger/tension?</li> <li>○ -For each, identify a physical ailment or condition that symbolically represents the emotional pain and crippling loneliness of marginalization.</li> </ul> </li> <li>● Essay 2: Review the Human Barometer topics. Which of the topics is most significant to one’s understanding of the novel?</li> </ul>	<ul style="list-style-type: none"> <li>● Ice-breaker activity</li> <li>● Class discussions</li> <li>● Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>● Alternative Summative Writing: Write a news or feature article based on events in the book. Use the correct journalistic format for the type of article you choose to write.</li> <li>● Discuss “To A Mouse On Turning Up Her Nest With A Plough,” November, 1785 by Robert Burns. How does this poem serve as an inspiration for the novel?</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Use of audio versions in conjunction with class reading</li> <li>● Use of Sparknotes (or similar) summaries to support comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Use of audio texts</li> <li>● Use of class notes to support gaps</li> <li>● Modified length of writing assignments or extensions to deadlines as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities to study additional works by authors we read in class.</li> <li>● Encourage exploration of wider context or historical significance for pieces we read in class.</li> </ul>

## English 8

### Unit 2: THE INDIVIDUAL VERSUS SOCIETY

**Time Allotted (days of instruction): 15-20 days**

#### **New Jersey Student Learning Standards (NJSLS)**

- RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
  - RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
  - RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
  - RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
  - RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
  - RL.8.7. Evaluate the 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.
  - RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
  - RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
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- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
  - RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
  - RI.8.5. Analyze 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.
  - RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
  - RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
  - RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. 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.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● When is it important to put the needs of the society above the needs of the individual?</li> <li>● What creates a dystopian society? What are the qualities of a moral and just society?</li> <li>● What can we do to make our world a better</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>● define the literary terms utopia and dystopia;</li> <li>● identify dystopian characteristics in the novel;</li> <li>● explain how dystopias criticize contemporary trends, societal norms, or</li> </ul>	<ul style="list-style-type: none"> <li>● Gain background knowledge:               <ul style="list-style-type: none"> <li>○ What is a dystopia and what are the qualities of a dystopian society?</li> <li>○ What are 4 types of dystopian control?                   <ul style="list-style-type: none"> <li>■ Corporate control</li> <li>■ Bureaucratic control</li> <li>■ Technological control</li> </ul> </li> </ul> </li> </ul>

place?

political systems;

- track the hero's journey;
- develop a thesis statement and write an analytical essay that utilizes textual evidence.

- Philosophical/religious control
- What are the basic principles of Rand's philosophy?
  - Students will read and annotate "Understanding Collectivist Cultures: How Culture Can Influence Behavior" by Kendra Cherry. They will highlight COLLECTIVIST traits in one color, highlight INDIVIDUALISTIC traits in another.
  - After reading and annotating, students will discuss the points of Cherry's article and how it applies to our process of electing leaders and making laws. Should anything change about the way we elect leaders, make laws, or handle any other aspects of our society? How can we best appreciate and include all cultures?
  - Journaling/discussion:
    - In what way do you display collectivist ideals in your home? Provide a specific example of what you and your family do that displays this cultural ideal.
    - America is not recognized as a collectivist culture. Why might that be? How does our country espouse (support/believe in) individualistic ideals more than collectivist ideals?
    - Which cultural ideal (collectivist or individualistic) do you prefer? Why? Be specific.

- Anticipatory Exercise: Who Are You?

- Without thinking too much about it, identify



		<p>three words to describe yourself. This can be a noun or adjective.</p> <ul style="list-style-type: none"><li>○ Based on how you describe yourself, do you reflect individualist or collectivist ideals?</li><li>● Anticipatory Exercise: Which character or group fits the following roles best?<ul style="list-style-type: none"><li>○ “to serve and sacrifice”</li><li>○ “to guide”</li><li>○ “to warn and challenge”</li><li>○ “to question and deceive”</li><li>○ “to disrupt”</li></ul></li><li>● Anticipatory Exercise: Human Barometer (On a scale of 1-6, how do you feel about the following statements?)<ul style="list-style-type: none"><li>○ I believe leaders must establish rules that benefit the majority.</li><li>○ I am a selfless person who typically thinks of and puts others first.</li><li>○ GR is a community that is concerned with unity and supporting community needs.</li></ul></li><li>● Journal: The framers of the Declaration of Independence proclaim that “all men are created equal and that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”<ul style="list-style-type: none"><li>○ What did Thomas Jefferson and other founding fathers mean?</li><li>○ Why does Martin Luther King allude to it so often in his “I Have a Dream” speech?</li><li>○ How can this phrase be misinterpreted and used corruptly?</li></ul></li><li>● Isolate and discuss portions of the text that have symbolic value.</li><li>● Graphic organizer:<ul style="list-style-type: none"><li>○ The Society of Anthem: List five qualities that the totalitarian leaders believe they should promote/display to make their society “succeed”</li><li>○ Equality: List five qualities that</li></ul></li></ul>
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		<p>Equality/Prometheus believes leaders should promote/display to make society “succeed”. Do his ideas change by the end when he is actually a leader himself?</p> <ul style="list-style-type: none"><li>● Research: What is the Greek myth of Prometheus? Why did Equality choose this name?</li><li>● Research: What is the Greek myth of Prometheus? Why did Equality choose this name for ?</li><li>● Students will compose a multiple choice question about the novel. Their question must follow the following parameters:<ul style="list-style-type: none"><li>○ Use a question format (not statement with fill-in-the-blank)</li><li>○ Emphasize higher-level thinking. Don’t ask a question that requires simple recalling of characters and plot.</li><li>○ Provide 5 answer choices and only one correct answer; include plausible distractors.</li></ul></li><li>● Students will learn the steps of the Hero’s Journey. They will track Equality’s journey along these terms.</li><li>● Socratic Seminar Discussion Topics:<ul style="list-style-type: none"><li>○ What about his “ordinary world” does Equality find most bothersome?</li><li>○ When does Equality display doubt or “refusal”?</li><li>○ What outside forces or people push the hero ahead in his journey?</li><li>○ In your opinion, what was Equality’s greatest test or ordeal?</li><li>○ Why might Rand have chosen an underground subway tunnel and a forest to represent two places of escape?</li><li>○ The hero’s journey does not end in the typical way. Why doesn’t Rand have Equality complete the cycle in the traditional sense?</li></ul></li><li>● Designing in Silence:<ul style="list-style-type: none"><li>○ Collectively as a group of three, students will select an item from <i>Anthem</i> that they found to be important. They will be directed to</li></ul></li></ul>
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		<p>choose an item they believe demonstrates a significant idea or moment in the text. For example, they might choose a house, a decorative candle, or a train.</p> <ul style="list-style-type: none"> <li>○ With group members, students will design your product with some relevance to the novel WITHOUT SAYING A WORD. Every member of the group must contribute to the design. Students will have 10 minutes.</li> <li>○ Students will present their product to the class, highlighting the following: <ul style="list-style-type: none"> <li>■ What they designed and why</li> <li>■ Challenges they faced</li> <li>■ One thing they learned from the activity</li> </ul> </li> <li>○ CLOSURE: How does this activity (designing in silence) connect the Ayn Rand's Anthem?</li> </ul> <ul style="list-style-type: none"> <li>● Design a new cover design for the novel to demonstrate comprehension and explore character, plot, setting, symbolism, and conflict.</li> <li>● Song Analysis/ Open-Ended Response: Students will listen to the song entitled "The Anthem" by Good Charlotte. They will annotate the lyrics to locate similarities between the song's message and the novel's theme. Then, they will respond to the following prompt in one well-composed paragraph that uses textual evidence from the novel and the song: <ul style="list-style-type: none"> <li>○ In what ways does this song exhibit similar ideas to those of Equality/Prometheus? Include a specific line or phrase from the song and textual evidence from the novel to support your answer.</li> </ul> </li> <li>● Concluding discussions: What are the qualities of a Randian hero? Is this really heroic?</li> <li>● Final Essay: Participate in the Ayn Rand Institute's annual essay contest.</li> </ul>
<b>Resources/Materials</b>	<ol style="list-style-type: none"> <li>1. ANTHEM BY AYN RAND</li> <li>2. Hero's Journey: <a href="#">"What Makes a Video"</a> TED-Ed video</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Martin Luther King, Jr.’s “I Have a Dream” speech</li> <li>4. “The Anthem” by Good Charlotte</li> <li>5. Resources from the Ayn Rand Institute website</li> </ol>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Sociology and Civics: Students will read about and discuss how various societies around the world function differently from ours and formulate opinions about what they believe the optimal system of governing should be.</li> <li>● Art: Students will have opportunities to visually design a book cover as well as an artistic representation of a symbol in the novel.</li> <li>● Music: Students will listen to music and interpret the lyrics in connection to the novel.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>
<b>Diversity/Inclusion</b>	<p>This novel study and the supplemental activities designed allow students to consider how different backgrounds and cultural contexts influence one’s environment, opportunities, and obligations. They will examine the conflicts that arise from various types of societal norms.</p> <p>Ultimately, this is a novel that celebrates the individual spirit. Our discussions and activities are designed to encourage students to celebrate their own unique talents and feel a sense of camaraderie with their peers.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● Theme tracking</li> <li>● Graphic organizers</li> <li>● Small and whole-group discussions</li> <li>● Book cover design</li> <li>● Open-ended response</li> <li>● Journaling</li> </ul>	<ul style="list-style-type: none"> <li>● Final literary analysis essay: Students will have various topics to choose from based on the current contest offered through the Ayn Rand Institute.</li> </ul>	<ul style="list-style-type: none"> <li>● Paragraph drafting.</li> <li>● Journal.</li> <li>● Small and large group drafting workshop.</li> <li>● Chapter-by-chapter pacing to check for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● After reading the novel, analyze the song “Won’t Get Fooled Again” by The Who and identify connections. How is this song, about a revolution, similar to the revolutionary goals of Prometheus, the protagonist of Rand’s novel?</li> <li>● Read “Harrison Bergeron” by Kurt Vonnegut or view the short film rendition of short story to compare and contrast</li> </ul>

			<p>the dystopian nature of Vonnegut’s story to that of Rand’s.</p> <ul style="list-style-type: none"> <li>● Watch <i>The Village</i>, a film directed by M. Night Shyamalan, and make connections.</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Use Google Slides to provide visual and audio accompaniments of poetry discussions.</li> <li>● Provide opportunities for small group work.</li> <li>● Directly teach certain vocabulary words that may be challenging or unfamiliar.</li> <li>● Provide sentence frames – partially completed sentences – when working on thesis composition.</li> <li>● Provide model writing during essay composition.</li> </ul>	<ul style="list-style-type: none"> <li>● Use Google Slides to provide visual and audio accompaniments of poetry discussions.</li> <li>● Provide sentence frames – partially completed sentences – when working on thesis composition.</li> <li>● Provide model writing during essay composition.</li> <li>● Provide preferential seating</li> <li>● Offer audio books</li> <li>● Provide study guides and class notes</li> <li>● Testing in an alternate setting</li> <li>● Provide benchmarks for written work and adjust due dates when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Invite students to explore different points of view on a topic of study and compare the two.</li> <li>● Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li> </ul>

English 8
Unit 3: THE DYSTOPIAN HERO
<p><b>Time Allotted (days of instruction): 20-25 days</b></p> <p><b>New Jersey Student Learning Standards (NJSLS)</b></p> <ul style="list-style-type: none"> <li>● RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> <li>● RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> <li>● RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>● RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> <li>● RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is</li> </ul>

rendered new.

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

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.9. 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.
- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. Write routinely over extended time frames (time for research, reflection, 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.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● What role does each supporting <b>character</b>—Mildred, Clarisse, Beatty, and Fader—play in Montag's realizations about society?</li> <li>● What is the role of fire in the novel and how does the <b>motif</b> develop over time?</li> <li>● What is the meaning of the novel's epigraph and how does it convey a <b>theme</b> from the novel?</li> <li>● How do the events and the trends of Montag's society relate to society today?</li> <li>● How are <b>themes</b> involving technology, censorship, social interaction, and knowledge represented in the novel?</li> <li>● How does the <b>motif</b> of emotional "emptiness" appear throughout the novel?</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● identify figurative language (simile, metaphor, personification, symbolism (including a focus on color), foreshadowing/foreboding, imagery, etc.) through close reading;</li> <li>● make connections with other literature;               <ul style="list-style-type: none"> <li>○ compare Montag as a dystopian hero with Prometheus in <i>Anthem</i></li> </ul> </li> <li>● Identify direct and indirect characterization;</li> <li>● make personal connections to the reading;</li> <li>● make connections to our world and identify/ interpret allusions;</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing: Digital Notes/Reading Tasks               <ul style="list-style-type: none"> <li>○ Students will record reading tasks, questions and responses, and class discussion notes in a living document to practice note-taking organization and development.</li> </ul> </li> <li>● Anticipatory: Students will read a transcription of the first page of the story as an introduction to the world of Fahrenheit 451 and the novel's main character. They will focus on short (2-6 word) chunks of text which help them define the main character's personality and important traits.</li> <li>● Journal: What makes a happy society? Draw on a word or phrase from the descriptions of Guy Montag's world in 451 to support a claim that the society is happy or unhappy.</li> <li>● Message in a Bottle: Students will scribe a message from one protagonist (Prometheus in <i>Anthem</i>) to another (Guy Montag in <i>Fahrenheit 451</i>) either noting their innate similarity or their differences.</li> <li>● Close Reading/Quote Selection: Students will revisit short pieces of text to pinpoint important words and phrases. These words and phrases will be used to explain important events, characters, imagery and symbols in writing practice.</li> <li>● Imagery Analysis/Visualizing Writing: Students will select no more than one sentence of powerful text from the novel and illustrate what they see in their mind when reading. To accompany the illustration, students will explain what they believe the author is trying to communicate through the phrase in a short</li> </ul>

		<p>paragraph.</p> <ul style="list-style-type: none"> <li>● Character Analysis: Students will analyze character roles to understand their significance in the novel’s plot. Students will receive guided practice and then perform a character analysis independently.</li> <li>● “Dover Beach” interpretation: Students will perform a guided close read of the poem Guy Montag chooses to read aloud in the novel. Students will explain the connection between the poem and Guy Montag’s situation using text evidence from the novel and/or the poem.</li> <li>● 100 word composition: Students will use the epigram at the opening of the novel “If they give you ruled paper, write the other way” to compose an original short story from the perspective of a character of the novel.</li> <li>● Read, Annotate, and Discuss “The Underrated Universal Appeal of SciFi” article: Students will review the significance of the science fiction genre and discuss its connection to the world in which they live.</li> <li>● Silent Discussion: Students will work with small groups to annotate and build responses to short passages from the text.</li> <li>● Literary Analysis Essay: Students will compose a 4-5 paragraph essay which addresses one of the following topics: <ul style="list-style-type: none"> <li>○ Compare and contrast the heroism of Prometheus (<i>Anthem</i>) and Guy Montag</li> <li>○ Analyze one or more technological devices from <i>Fahrenheit 451</i> and its impact upon society</li> </ul> </li> </ul>
<p><b>Resources/Materials</b></p>		<p><i>FAHRENHEIT 451</i> BY RAY BRADBURY  <i>Fahrenheit 451</i> (audio)  <a href="#">“Discussion with Ray Bradbury”</a> video clip  Allusion summaries: Master Ridley, Lilies of the Field, and Daedalus and Icarus  “Dover Beach” by Matthew Arnold-poem  <a href="#">“The Underrated, Universal Appeal of Science Fiction”</a> by Chris Beckett, April 15, 2014-article  <a href="#">“Parenting While Distracted by Screen Time Impacts Our Children”</a> by Arianna Huffington, June 21, 2019- article</p>



<b>Interdisciplinary Connections</b>	<p>History: Allusions made in the text reference important literature and moments in history. Students will draw upon summaries of the events to understand the impact history has on modern society.</p> <p>Current Events: Students will build an understanding of the way science fiction from nearly 6 decades ago reflects the world in which they live today.</p> <p>Art: Students will use visual interpretations to understand and connect with passages from the text.</p>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>
<b>Diversity/Inclusion</b>	<p>This novel focuses on people in a community who are targeted for their differences and/or transgressions which offers readers an opportunity to examine the ways in which they treat people with different values than their own. Additionally, the novel focuses on the effects of technology on human interaction and education. Students have a chance to examine what is surrendered when one relinquishes one's basic human curiosity in favor of following along with what is considered mainstream or accepted.</p>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Ongoing checks on digital notes documents</li> <li>● Reading Check quizzes</li> <li>● Writing Practice Exercises and Close Reading Exercises</li> <li>● Informal observations of group work and small group discussions</li> <li>● Think-Pair-Share Discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Final literary analysis essay</li> <li>● Novel and/or Vocabulary quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Assigned reading chunks with reading tasks</li> <li>● Announced and unannounced reading checks</li> <li>● Essay Benchmarking: Thesis, Introduction, Paragraphs, Peer Edit/Revision</li> </ul>	<ul style="list-style-type: none"> <li>● Students could write a literary analysis essay focusing on what technological items in the novel related to current devices to compare and contrast the real and fictional worlds.</li> <li>● Students may return to the hero's journey cycle to define Guy Montag's role in the story using major events to support their claim.</li> <li>● Creative Writing: Continue the story and create an alternate ending for the novel.</li> <li>● Students could redesign a cover for a sequel of the book</li> </ul>

			based on the last page of the novel.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Providing texts in native language if possible</li> <li>● Providing audiobooks for novels</li> <li>● Use of Graphic Organizers; scaffolding</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Post learning outcome on the students notes; example. "When you read this chapter, you should be able to..."</li> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>● Instructional Groups (e.g., peer partners, buddy systems)</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to write the compare/contrast essay and include independent research sources which support their analysis.</li> <li>● Encourage students to serve as model writers for peers, offering assistance or feedback on writing structure, organization, and fluency.</li> <li>● Offer students an opportunity to create their own writing topic or summative assessment.</li> </ul>

English 8
<b>Unit 4: EXPLORING PERSONAL NARRATIVES</b>
<b>Time Allotted (days of instruction): 20-25 days</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>● RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> <li>● RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> <li>● RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>● RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>● RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> <li>● RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</li> <li>● RL.8.8. (Not applicable to literature)</li> </ul>

- RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5. Analyze 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.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze 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.
- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. Write routinely over extended time frames (time for research, reflection, 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.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How does a story’s title impact comprehension?</li> <li>● What is the impact of figurative language in telling a personal narrative? Explore:               <ul style="list-style-type: none"> <li>○ Foreshadowing</li> <li>○ Imagery</li> <li>○ Irony</li> <li>○ Metaphor</li> <li>○ Paradox</li> <li>○ Personification</li> <li>○ Simile</li> <li>○ Symbolism</li> </ul> </li> <li>● How does a person maintain his/her faith and optimism in the face of atrocities?</li> <li>● In what ways do we learn about ourselves by reading about others’ experiences?</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● state the significance of the title;</li> <li>● recognize the cunning of the methods of totalitarian leaders’ methods and how it juxtaposes the human need to feel optimistic in the face of danger;</li> <li>● point out how the writer’s style contributes to voice and meaning;</li> <li>● comment on how the author uses symbols and imagery to convey ideas and paint vivid pictures for the reader;</li> <li>● recognize how a survivor can be irrevocably changed by witnessing horrific events;</li> <li>● infer from the text where the author believes that the guilt and responsibility for the atrocities lies.</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing: Digital Notes/Reading Tasks               <ul style="list-style-type: none"> <li>○ Students will record reading tasks, questions and responses, and class discussion notes in a living document to practice note-taking organization and development.</li> </ul> </li> <li>● Anticipatory: Timeline of Events               <ul style="list-style-type: none"> <li>○ Students will organize a timeline of events (including political/world events, laws enacted, victims) to help them understand the setting of the story and the outside influences which impact the experiences of the author.</li> <li>○ Students will refer to these throughout the reading to visualize the time sequence of the narrative</li> </ul> </li> <li>● Creative Writing: “First They Came” poem rewrite               <ul style="list-style-type: none"> <li>○ Students will rework the poem by Rev. Martin Niemoller to reflect a personal or current</li> </ul> </li> </ul>

		<p>struggle which they feel should be addressed.</p> <ul style="list-style-type: none"> <li>○ Suggestions include: Environmental Concerns, School Concerns, Family Experiences</li> <li>● Comprehension: Summary/Timeline of Chapter 1 <ul style="list-style-type: none"> <li>○ Students will list the impactful steps taken in chapter 1 of the story which lead to the experience the author will focus on</li> </ul> </li> <li>● Close Read: Never Shall I Forget <ul style="list-style-type: none"> <li>○ Students will analyze this excerpt of the memoir for its connection to the title and use of figurative language</li> <li>○ Students will interpret the message/meaning of the passage and infer what the author is attempting to communicate</li> <li>○ Alternate Assignment/Extension: Students can rewrite the passage summarizing moments from the text they will never forget to illustrate the impact another’s story can have upon us</li> </ul> </li> <li>● Creative Writing: 8 word story</li> <li>● Listening: Various podcasts</li> <li>● Found Poem:</li> <li>● Nonfiction: DBQ Analysis</li> <li>● Image Analysis: Political Cartoons Analysis</li> </ul>
<b>Resources/Materials</b>		<p><i>Night</i> by Elie Wiesel  Oprah Winfrey interview of Elie Wiesel at Auschwitz Death Camp (2001)  “The Sunflower Synopsis” by Simon Wiesenthal  Timeline Activity from United States Holocaust Memorial Museum (ushmm.org)  DBQ Activities from DBQ Project Binders  “First They Came” by Martin Niemoller (poem)  “The Terrible Things” by Eve Bunting  Various political cartoons and propaganda campaigns from Nazi Party</p>
<b>Interdisciplinary Connections</b>	<p>History: This unit explores the significance of telling a story to preserve it and learn from it long after it has passed. Students will be given the opportunity to explore a personal narrative of their own and think about what parts of that story merit reflection and preservation.</p> <p>Art: Students will use illustrations to interpret strong examples of language in the reading to help them understand the complexity of writing personal prose.</p> <p>Economics/History: Students will explore the time setting of the novel and discuss the political and economic factors which impact the events explored in their reading.</p>	

<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>
<b>Diversity/Inclusion</b>	This unit explores the atrocities faced by those who have been persecuted for their differences. Students will be exposed to the personal feelings of those people, allowing them to evaluate their own world and the ways in which their words and actions can impact others.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Reflections discussed during timeline activities</li> <li>● 8 word summary</li> <li>● Found Poem</li> <li>● “First They Came” rewrite</li> <li>● Close Reading Annotations</li> <li>● DBQ Passage Selection</li> <li>● Image Analysis</li> <li>● Informal Observation of discussions and digital notes</li> </ul>	<ul style="list-style-type: none"> <li>● Podcast/Oral Storytelling Assignment: <ul style="list-style-type: none"> <li>○ Students will have the opportunity to collaborate with up to 2 other students in 8th grade and tell a cohesive story of their choice. They will infuse interviews of themselves and friends or family members to reveal their feelings and reflections on a topic that is important to them.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Podcast working days: <ul style="list-style-type: none"> <li>○ Choose a partner and a topic</li> <li>○ Generate interview questions and begin gathering audio</li> <li>○ Begin drafting scrip</li> <li>○ Finalize writing and begin cutting audio</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Diary of Anne Frank</i>, a play by Frances Goodrich and Albert Hackett. Copyright © 1956.</li> <li>● <i>I Am Malala : How One Girl Stood Up for Education and Changed the World</i> by Malala Yousafzai, Patricia McCormick (Young Readers’ Edition)</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Providing texts in native language if possible</li> </ul>	<ul style="list-style-type: none"> <li>● Post learning outcome on the students notes; example. “When you read this chapter, you should be able to...”</li> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Modify testing and homework as needed. Content area homework and assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to revise and submit podcast project to NPR’s annual national student podcast contest</li> </ul>

<ul style="list-style-type: none"> <li>● Providing audiobooks for novels</li> <li>● Use of Graphic Organizers; scaffolding</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary.</li> </ul>	<p>need to be differentiated. Alternate assessment; oral, test modifications</p> <ul style="list-style-type: none"> <li>● Instructional Groups (e.g., peer partners, buddy systems)</li> </ul>	
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## English 8

### Unit 5: POLITICAL NOVEL; ALLEGORY

**Time Allotted (days of instruction): 25-30**

**New Jersey Student Learning Standards (NJSL)**

- RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.7. Evaluate the 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.
- RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- RI.8.5. Analyze 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.
- RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze 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.
- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. Write routinely over extended time frames (time for research, reflection, 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.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do the strong exploit or take advantage of the weak?</li> <li>● How does your involvement in a group or community change your perspective? Can actions of a leader or individual members change this perspective?</li> <li>● To what extent does power affect individuals? In turn, how does lack of power affect individuals?</li> <li>● In what ways am I responsible for the members of my community who are exploited?</li> <li>● In what ways am I responsible for being aware of historical events and keeping them from reoccurring?</li> <li>● Am I aware of injustice and cruelty in my own world and am I working to speak out against it?</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● pinpoint instances of satire in the book, analyzing how Orwell ridicules his targets;</li> <li>● understand what a microcosm is and how it applies to this allegorical novella'</li> <li>● compare the characters in <i>Animal Farm</i> to real people in history as well in literature studied;</li> <li>● define "propaganda" and explain its significance in <i>Animal Farm</i>;</li> <li>● contrast Orwell's objective tone with the volatile events of the novella;</li> <li>● brainstorm other times in history that the allegory Orwell presents could echo</li> <li>● Recognize examples of each of the following: <ul style="list-style-type: none"> <li>○ Allegory</li> <li>○ Caricature</li> <li>○ Euphemism</li> <li>○ Irony</li> <li>○ Microcosm</li> <li>○ Parody</li> <li>○ Satire</li> <li>○ Symbolism</li> </ul> </li> <li>● Identify and analyze the following key topics and ideas in the novella: <ul style="list-style-type: none"> <li>○ Power</li> <li>○ Political uprising</li> <li>○ The power of language (propaganda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing: Digital Notes/Reading Tasks <ul style="list-style-type: none"> <li>○ Students will record reading tasks, questions and responses, and class discussion notes in a living document to practice note-taking organization and development.</li> </ul> </li> <li>● Anticipatory: Review "The Terrible Things" and "The Sneetches" to determine the definition of allegory and how it is applied to literature. <ul style="list-style-type: none"> <li>○ Students will review Eve Bunting's story and recognize that each group of animals represents a group targeted during the Holocaust</li> <li>○ Students will watch a video of "The Sneetches" and discuss ways in which the fictional creatures connect with real people/events.</li> <li>○ Students will compose their own definition of allegory based on their discussions</li> </ul> </li> <li>● Anticipatory: DBQ Project Allegory of the Statue of Liberty Image Analysis <ul style="list-style-type: none"> <li>○ Students will examine features of The Statue of Liberty and, using Think-Pair-Share discussion, brainstorm what those elements represent</li> <li>○ They will be provided with other examples from other monuments</li> </ul> </li> <li>● Anticipatory: Historical Context of Russian Revolution and author's purpose in writing <ul style="list-style-type: none"> <li>○ Students will be given an overview of key figures, impactful events, and impacts of the Russian Revolution in order to understand the</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>○ content of the novel</li><li>○ Students will also review commentary from the author on why he became a writer to determine the novel's purpose</li><li>● Literature Connection: Read Aesop's fables "The Ant and the Grasshopper" and "The Plane Tree".<ul style="list-style-type: none"><li>○ <i>Animal Farm</i> is often called a fable. Students will read these fables to understand that the short tales communicate a meaningful moral. They will use this to generate a moral for the novel as well as compare the events to the fables.</li></ul></li><li>● Close Read: Old Major's Speech<ul style="list-style-type: none"><li>○ Students will examine rhetoric in Old Major's speech to:<ul style="list-style-type: none"><li>■ Determine his purpose</li><li>■ Identify his action plan</li><li>■ Categorize the ways in which he inspires the animals</li><li>■ Explain how his word choice impacts his tone and his audience</li></ul></li></ul></li><li>● Compare/Contrast History: Compare Old Major to MLK Jr. "I Have a Dream"<ul style="list-style-type: none"><li>○ Students will listen to and critique this speech as they did Old Major's, drawing comparisons between the two. This analysis will impact their own persuasive writing.</li></ul></li><li>● Non-fiction/Persuasive Writing: Speech<ul style="list-style-type: none"><li>○ Students will use their analysis of Old Major's speech and MLK Jr.'s speech to compose one of their own</li><li>○ Topics will vary depending on school initiatives and student choice</li><li>○ Students will deliver their memorized speeches during class</li></ul></li><li>● Comprehension: Students will compose brief chapter summaries with regard to character roles and symbolic representation to help track the timeline of the story.</li></ul>
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		<ul style="list-style-type: none"><li>● Understanding Allegory/Symbolism:<ul style="list-style-type: none"><li>○ Compare and Contrast “Beasts of England” to “The Star Spangled Banner”</li><li>○ Fill out graphic organizer denoting the symbolic representations of characters, settings, and events through the novel with those of 1920’s figures</li></ul></li><li>● Socratic Seminar or Silent Discussion: Compare descriptions of the farm before and after revolution to practice close reading<ul style="list-style-type: none"><li>○ Socratic Seminar: students will be divided into two groups, each with different passages to annotate for HW. The following day they will participate in student-led discussions related to each passage</li><li>○ Silent Discussion: Several passages will be placed around the room and students will work with 2-4 team members to annotate each passage. Students will use the annotations in each previous passage to “chat” with their peers from other groups.</li></ul></li><li>● Creative Writing: Design a debate between characters to understand factions on the farm and historical perspectives of Russian citizens<ul style="list-style-type: none"><li>○ Students will randomly draw two characters from lists devised by teachers and use the perspectives of those animals to design a brief dialogue which demonstrates their understanding of the varying opinions in the novel.</li><li>○ As an alternative, students will perform their dialogue in class for their peers.</li></ul></li><li>● Propaganda Analysis: Students will analyze 5 different types of propaganda in modern product campaigns and then design a propaganda poster to represent a message from <i>Animal Farm</i><ul style="list-style-type: none"><li>○ Students will review propaganda types: bandwagon, name-calling, glittering generalities, testimonial, and fear using</li></ul></li></ul>
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		<p>campaign ads for products they are familiar with. They will focus on the imagery as well as the wording on the posters to understand how the propaganda targets audiences.</p> <ul style="list-style-type: none"> <li>○ Students will apply these definitions to design a propaganda poster of their own from the perspective of one of the characters or groups from the novel</li> </ul> <ul style="list-style-type: none"> <li>● Sequencing of Events: The Red Flags of Rebellion Timeline <ul style="list-style-type: none"> <li>○ Students will use chapter summaries to create a time line of “red flags” or moments when the animals could have spoken up to change their situation.</li> <li>○ Students will compose a brief analysis of each of the points chosen and incorporate text evidence which demonstrates the consequence for their action.</li> </ul> </li> <li>● Creative Writing: 10 reasons poem <ul style="list-style-type: none"> <li>○ After reading “12 Reasons a Woman Might Hold up a Hand”, students will create an imitation poem which reflects their understanding of a character and their motivations for their actions on the farm.</li> </ul> </li> </ul>
<b>Resources/Materials</b>	<p><i>ANIMAL FARM</i> BY GEORGE ORWELL  Animal Farm audio book  “The Sneetches” musical version by Dr. Suess  “The Terrible Things” (review) by Eve Bunting  “10 Reasons a Woman Might Hold Up A Hand” symbolic poem by Jane Hirshfield  “I Have a Dream” speech by Martin Luther King, Jr.  Allegory of The Statue of Liberty materials from DBQ Project  Aesop’s fables “The Plane Tree” and “The Ant and the Grasshopper”  Various modern ad campaigns for popular products</p>	
<b>Interdisciplinary Connections</b>	<p>History: As this novel represents the actual events of 1920’s Russia, the novel cannot be fully understood without a summary of those historical events. It also includes figures and events and connects with ideals from the previous unit which will help students draw on the historical context of this novel. Other historical time periods with similar themes will be referenced through the course of the unit.</p>	

	Art: Students will be given the opportunity to illustrate characters to understand the symbolic nature of their descriptions and design a poster which demonstrates their understanding of key ideas from the novel.
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP11. Use technology to enhance productivity</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>
<b>Diversity/Inclusion</b>	Students examine the effect of tyranny and the responsibility of everyone to speak up against it. Students are offered the opportunity to understand that even the smallest contribution is important when fighting for their rights.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● Allegory of The Statue of Liberty responses</li> <li>● Close Reading Annotations of MLKJr. Speech and Old Major’s speech</li> <li>● Character comparisons throughout reading</li> <li>● Announced and unannounced reading checks</li> <li>● Informal observations and discussions from digital notes tasks</li> <li>● 10 Reasons... rewrite</li> <li>● Character Debate</li> <li>● Red Flags of Rebellion Timeline</li> <li>● Propaganda Poster</li> </ul>	<ul style="list-style-type: none"> <li>● Persuasive Speech</li> <li>● Final Content/Vocabulary assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Digital Notes check-ins and reading checks</li> <li>● Writing Benchmarks: <ul style="list-style-type: none"> <li>○ Topics selection and thesis</li> <li>○ Research and information gathering days</li> <li>○ Drafting days</li> <li>○ Peer edit and revision day</li> <li>○ Oral Practice day/check in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students will compose a literary analysis essay which addresses the following: <ul style="list-style-type: none"> <li>○ What is the impact of silence on the success of the farm?</li> <li>○ Which character(s) are most responsible for the outcome on the farm?</li> </ul> </li> <li>● Students might conduct research into ways in which Orwell’s message can be applied to our current world and compose a Google Slides presentation which makes their peers aware of the themes in their own society.</li> <li>● Students may create a board game which supports the idea of indoctrinating the animals</li> </ul>

			on the farm into a specific way of thinking.
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**Modifications**

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Providing texts in native language if possible</li> <li>● Providing audiobooks for novels</li> <li>● Use of Graphic Organizers; scaffolding</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary.</li> <li>●</li> <li>● Post learning outcome on the students notes; example. “When you read this chapter, you should be able to...”</li> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>● Instructional Groups (e.g., peer partners, buddy systems)</li> </ul>	<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Providing texts in native language if possible</li> <li>● Providing audiobooks for novels</li> <li>● Use of Graphic Organizers; scaffolding</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary.</li> <li>●</li> <li>● Post learning outcome on the students notes; example. “When you read this chapter, you should be able to...”</li> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>● Instructional Groups (e.g., peer partners, buddy systems)</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be encouraged to explore the simple stories (fables and children’s tales) utilized in this unit for complex connections to their world and the symbolic farm from the text.</li> <li>● Students will be offered choice in their summative assignment in the unit and encouraged to research more deeply.</li> </ul>

**English 8**

**Unit 6: SHARING VOICES**

**Time Allotted (days of instruction): 20 days**

**New Jersey Student Learning Standards (NJSL)**

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

drawn from the text.

- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.7. Evaluate the 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.
- RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5. Analyze 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.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze 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.
- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event

sequences.

- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. Write routinely over extended time frames (time for research, reflection, 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.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do characters break traditional roles and gain independence?</li> <li>● What happens when people defy societal expectations?</li> <li>● What does aging feel like?</li> <li>● How do cultural norms affect people?</li> <li>● How do our perceptions and prejudices</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to:               <ul style="list-style-type: none"> <li>○ Study how characters develop and evolve over the course of a novel.</li> <li>○ Compare and contrast the way genre impacts a story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing: Digital Notes/Reading Tasks               <ul style="list-style-type: none"> <li>○ Students will record reading tasks, questions and responses, and class discussion notes in a living document to practice note-taking organization and development.</li> <li>○ Film Clip of <i>Wonder Woman</i>: How does the film reveal the history of Scythian "Amazon"</li> </ul> </li> </ul>



affect our experiences?		women? <ul style="list-style-type: none"> <li>○ Class discussion</li> <li>○ Journaling &amp; creative writing</li> <li>○ Literary analysis essay</li> </ul>
<b>Resources/Materials</b>	Nonfiction: “Greek mythic warrior women not purely imaginary” by Adrienne Mayor “The Story of Atalanta” by James Baldwin “Only Daughter” & “Eleven” by Sandra Cisneros “The Stolen Party” by Liliana Hecker “America and I: Anzia Yezierska PearDeck App	

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Providing texts in native language if possible</li> <li>● Providing audiobooks for novels</li> <li>● Use of Graphic Organizers; scaffolding</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary.</li> <li>●</li> <li>● Post learning outcome on the students notes; example. “When you read this chapter, you should be able to...”</li> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate</li> </ul>	<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Providing texts in native language if possible</li> <li>● Providing audiobooks for novels</li> <li>● Use of Graphic Organizers; scaffolding</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary.</li> <li>●</li> <li>● Post learning outcome on the students notes; example. “When you read this chapter, you should be able to...”</li> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>● Instructional Groups (e.g., peer partners,</li> </ul>	

assessment; oral, test modifications ● Instructional Groups (e.g., peer partners, buddy systems)	buddy systems)	
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**English 8**

**Unit 7: POETRY**

**Time Allotted (days of instruction): 10 days**

**New Jersey Student Learning Standards (NJSLS)**

- RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. Write routinely over extended time frames (time for research, reflection, 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.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● What purpose can poetry serve in our daily lives?</li> <li>● How and why do poets choose to use rhyme, meter, or free verse to convey their messages?</li> <li>● How can I compose my own poetry?</li> <li>● How can I best present the message of a poem to my peers?</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Identify a poet’s overall theme, and trace the development of that theme throughout a poem.</li> <li>● Create an arguable position using evidence from a text.</li> <li>● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</li> <li>● Compose original poetry using mentor texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Review figurative language: <ul style="list-style-type: none"> <li>○ Metaphor</li> <li>○ Simile</li> <li>○ Personification</li> <li>○ Hyperbole</li> <li>○ Imagery</li> <li>○ Anaphora</li> <li>○ Idioms</li> <li>○ Alliteration</li> <li>○ Assonance</li> <li>○ Onomatopoeia</li> <li>○ Internal rhyme</li> </ul> </li> <li>● Annotate poems by marking unfamiliar vocabulary, tone, structure, figurative language, and meaning.</li> <li>● Listen to and watch videos of poetry recitations. Discuss the strategies used to convey the meaning of the poem to the audience.</li> <li>● Use illustrations to capture a poet’s meaning.</li> <li>● Journal about concepts introduced in poems</li> <li>● Thesis composition and written responses to poetry</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● “What a Poem’s Not” by John Hegley (See video reading: <a href="https://vimeo.com/150913228">https://vimeo.com/150913228</a>)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Videos from The Favorite Poem Project: <a href="http://www.favoritepoem.org/">http://www.favoritepoem.org/</a></li> <li>• “Fat is Not a Fairy Tale” by Jane Yolen</li> <li>• “Of the Genius Waitress...” by Tom Robbins</li> <li>• “Music” by C. Baudelaire</li> <li>• “Empire of Dreams” by Simic</li> <li>• “To a Stranger” by W. Whitman</li> <li>• “Another Reason Why I Don’t Keep a Gun in the House” by Billy Collins</li> <li>• “The Rose That Grew From Concrete” by Tupac Shakur</li> <li>• “Dover Beach” by Matthew Arnold</li> </ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading and writing skills apply to all subject areas.</li> <li>• Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>• Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>• The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>• CRP1: Act as a responsible and contributing citizen and employee.</li> <li>• CRP2: Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP11. Use technology to enhance productivity.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>• 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>• 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>
<b>Diversity/Inclusion</b>	<p>Poetry is challenging, empowering, creative, varied, and lasting. Poems help us understand and express things in life that are difficult to understand and express. Reading poems makes us deeper thinkers, and reciting them for each other helps us improve our public speaking skills.</p> <p>The poems studied address a diverse array of issues from body image (Jane Yolen) to friendship and togetherness (Walt Whitman). This unit encourages students to use their own experiences when interpreting authors’ messages. Finally, students have opportunities to journal, discuss and compose original poetry, thus employing for differentiated methods to allow for self-expression.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>• Annotations</li> <li>• Class discussions</li> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry presentation: Select a poem of choice. Present one poem by a poet by providing</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations</li> <li>• Journaling</li> <li>• Poetry workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a peer of choice on class presentation.</li> </ul>

	<p>background on the poet and tying these biographical details when analyzing the poem; tie in a musical connection.</p> <ul style="list-style-type: none"> <li>Poetry composition: Compose your own prose poem based on a mentor text.</li> <li>Open-ended response to poetry</li> </ul>		<ul style="list-style-type: none"> <li>Read additional or alternative poems based on students' interests and needs.</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>Use Google Slides to provide visual and audio accompaniments of poetry discussions.</li> <li>Provide opportunities for small group work.</li> <li>Directly teach certain vocabulary words that may be challenging or unfamiliar.</li> <li>Provide sentence frames – partially completed sentences – when working on thesis composition.</li> <li>Provide model writing during open-ended and poetry composition.</li> </ul>	<ul style="list-style-type: none"> <li>Use Google Slides to provide visual and audio accompaniments of poetry discussions</li> <li>Provide sentence frames – partially completed sentences – when working on thesis composition</li> <li>Provide model writing during open-ended and poetry composition.</li> <li>Provide preferential seating</li> <li>Provide annotated guides of poems and class notes</li> <li>Testing in an alternate setting</li> <li>Provide benchmarks for written work and adjust due dates when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>Invite students to explore different points of view on a topic of study and compare the two.</li> <li>Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li> </ul>

English 8
Unit 8: BRIGHTON BEACH MEMOIRS BY NEIL SIMON (DRAMA; COMING OF AGE)
Time Allotted (days of instruction): 15-20
New Jersey Student Learning Standards (NJSLS)
<ul style="list-style-type: none"> <li>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> <li>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> <li>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on</li> </ul>

themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5. Analyze 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.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. Write routinely over extended time frames (time for research, reflection, 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.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g.,

social, commercial, political) behind its presentation.

- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● What is the purpose of humor? Can humor help people to deal with stressful or embarrassing situations? Why is humor utilized in storytelling? What effect does utilizing humor have on the audience to which the story is being conveyed?</li> <li>● How is drama as a genre different from other genres such as prose and poetry?</li> <li>● How do “coming of age” moments define and shape us as individuals?               <ul style="list-style-type: none"> <li>○ How is childhood defined? When do people grow up? How do we know when we reach adulthood? Do others, like our families or friends, participate in this process?</li> </ul> </li> <li>● How does culture shape and impact our individual identity as well as our community identity?</li> <li>● What makes a family? To what extent are we shaped by our families? Do our relationships change with our family</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Understand how writers use comedy and comedic methods to satirically comment on life, society, and culture</li> <li>● Learn and review terms related to drama, the writing of comedy, and types of comedies</li> <li>● Respond to the play during class discussions and written responses</li> <li>● Assume roles of characters during readings aloud in class.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about the playwright, Neil Simon</li> <li>● Nonfiction Connection: Review information about the Great Depression, a concept introduced during our study of <i>Of Mice &amp; Men</i> by Steinbeck and <i>To Kill a Mockingbird</i> by Lee.</li> <li>● Nonfiction Connection: Learn about life in the U.S. before WWII.</li> <li>● Nonfiction Connection: Learn about the American Dream.</li> <li>● In-Class Reading of Play</li> <li>● Creative Writing: Imitation Piece--Looking at tension in dialogue to develop character and character relationships.</li> <li>● Discussion &amp; written response: How is growing up today similar to and different from what is presented in Simon’s play? Are parents more or less protective today? Is there more or less pressure to become educated? How have our pastimes changed?</li> <li>● Discussion &amp; written response: Two of the teenagers in the play, Stanley and Nora, make some large decisions in the play. Do you agree with the way Stanley faced his problems? Were Nora’s, methods of</li> </ul>

<p>members as we get older? Do we have different relationships within our immediate family versus extended family?</p> <ul style="list-style-type: none"> <li>• How do our siblings shape us? How is your life different if you do not have siblings? How are brotherhood and sisterhood different? How are relationships with our siblings different than other relationships in our family or outside?</li> <li>• When faced with such a situation should we uphold our principles? Is it ever appropriate to sacrifice our ideals for money or for our family's sake?</li> <li>•</li> </ul>		<p>getting what she wanted effective? What would you have done differently, and how do you approach tough decisions in your own life?</p>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>• <i>Brighton Beach Memoirs</i> by Neil Simon</li> <li>• Portland Stage Playnotes: <a href="https://www.portlandstage.org/wp-content/uploads/2014/04/playnotes-website-small.pdf">https://www.portlandstage.org/wp-content/uploads/2014/04/playnotes-website-small.pdf</a></li> <li>• Film: <i>Brighton Beach Memoirs</i> (1986)</li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	<p>History: <i>Brighton Beach Memoirs</i> is set during the Great Depression, a time of extreme financial crisis. Many Americans today are experiencing difficult economic times. Students will consider how past times of financial hardship were similar or different to today? They will consider how people distract themselves from economic hardship.</p> <p>History &amp; Sociology: Students will read nonfiction articles to learn about life in the U.S. before WWII and about the immigrant experience.</p> <p>History &amp; Economics: Students will read a nonfiction article about the American Dream and discuss how work plays a crucial role in the formation of individual and national identity in the world of the play.</p>	
<p><b>21st Century Life and Careers</b></p>	<ul style="list-style-type: none"> <li>• CRP1: Act as a responsible and contributing citizen and employee.</li> <li>• CRP2: Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP11. Use technology to enhance productivity.</li> </ul>	
<p><b>Technology Standards</b></p>	<ul style="list-style-type: none"> <li>• 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>• 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>	
<p><b>Diversity/Inclusion</b></p>	<p>This is a play that invites diverse opinions about growing up, parenting, economic stability, etc. We will read the play together aloud. This process tends to get students excited to participate. Furthermore, the humor in this</p>	



play creates a light-hearted, inclusive environment.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● In-Class reading of play with special attention to inflection and presentation of character.</li> <li>● Class discussions.</li> <li>● Journaling.</li> <li>● Historical and sociological connections (nonfiction reading and annotation).</li> </ul>	<ul style="list-style-type: none"> <li>● Creative Writing: Imitation Piece--Looking at tension in dialogue to develop character and character relationships.</li> <li>● Open-ended responses examining character choices and making text-to-self connections.</li> </ul>	<ul style="list-style-type: none"> <li>● Article presentations</li> <li>● Class discussions</li> <li>● Group work reading the play aloud.</li> <li>● Writing workshop with modeling, instruction, and guided work.</li> <li>● Viewing excerpts of the film to analyze the adaptation of the play for screen.</li> </ul>	<ul style="list-style-type: none"> <li>● Film study of the adaptation of the play.</li> <li>● Eugene spends a good deal of time playing baseball, America's pastime. Think of five things you do after school to unwind or have fun. Do some research into technological inventions and find out how many of those activities you would not have been able to do in 1930. How do you think technology has helped America's youth and how has it hindered it?</li> </ul>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide opportunities for small group work.</li> <li>● Directly teach certain vocabulary words and allusions that may be challenging or unfamiliar.</li> <li>● Provide sentence frames – partially completed sentences – when working on thesis composition.</li> <li>● Provide model writing during essay composition.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames – partially completed sentences – when working on thesis composition.</li> <li>● Provide model writing during essay composition.</li> <li>● Provide preferential seating</li> <li>● Offer audio books</li> <li>● Provide study guides and class notes</li> <li>● Testing in an alternate setting</li> <li>● Provide benchmarks for written work and adjust due dates when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Invite students to explore different points of view on a topic of study and compare the two.</li> <li>● Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li> </ul>

**English 8**

**Unit 9: Understanding Morality and Ethics (Alternate Mini-Unit as needed or required)**

**Time Allotted (days of instruction): 10-14 days**

**New Jersey Student Learning Standards (NJSLS)**

- RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.7. Evaluate the 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.
- RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. Write routinely over extended time frames (time for research, reflection, 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.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when

considering a word or phrase important to comprehension or expression.

considering a word or phrase important to comprehension or expression.		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● How do stories help to teach a lesson?</li><li>● What does fiction teach us about ourselves?</li><li>● How does one grow from a challenging situation?</li><li>● How does narration impact comprehension and readers' investment?</li></ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"><li>● Understand how writers use fiction to communicate complicated ideas and lessons.</li><li>● Recognize the ways in which fiction can teach universal lessons</li><li>● Create a short piece of fiction which communicates a lesson</li></ul>	<ul style="list-style-type: none"><li>● Read "King Midas and the Touch of Gold" and review "Prometheus"</li><li>● Read "Flowers for Algernon"</li><li>● Connection: Students will evaluate moral/ethical statements such as:<ol style="list-style-type: none"><li>1. It is always better to understand and be able to evaluate your surroundings.</li><li>2. The more you know, the better life is.</li><li>3. Intelligence is more important than happiness.</li><li>4. Ignorance is bliss.</li></ol></li><li>● Anticipatory: Students will read the first several sentences of the short story and create an evaluation of the main character based on the writing style.</li><li>● Characterization/Lesson: Students will analyze the main characters for similarities and differences to inform their final writing project.</li><li>● Summary: Students will outline major events of each story to understand similarities and differences. They will use this to prepare their own short story using major themes and lessons from the unit.</li><li>● Writing: Create A Myth<ul style="list-style-type: none"><li>○ Students will employ the characteristics of a mythological tale and write a story inspired by the events and characters of Daniel Keyes' short story.</li></ul></li></ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"><li>● "Flowers for Algernon" by Daniel Keyes</li><li>● "King Midas and the Golden Touch" and "Prometheus" myths</li><li>● "Flowers for Algernon" film (1968)</li></ul>	
<b>Interdisciplinary Connections</b>	History: Students will have the opportunity to connect with lessons from Ancient Greek and Roman history.	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"><li>● CRP1: Act as a responsible and contributing citizen and employee.</li><li>● CRP2: Apply appropriate academic and technical skills.</li><li>● CRP4. Communicate clearly and effectively and with reason.</li><li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li><li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li></ul>	

	<ul style="list-style-type: none"> <li>● CRP11. Use technology to enhance productivity.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</li> <li>● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> </ul>
<b>Diversity/Inclusion</b>	Students will have an opportunity to relate lessons from the short story and myths to their own lives and write it into a short story. This will involve life lessons which are relevant to all people of all walks of life.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Reading comprehension of myths</li> <li>● Reading comprehension and discussion of “Flowers for Algernon”</li> </ul>	<ul style="list-style-type: none"> <li>● Creative Writing: Design-A-Myth</li> </ul>	<ul style="list-style-type: none"> <li>● Reading check-in (formal and informal)</li> <li>● Writing benchmarks <ul style="list-style-type: none"> <li>○ Choose a topic</li> <li>○ Outline story map</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students will write a compare and contrast essay regarding the short story and film version of “Flowers for Algernon”</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Provide opportunities for small group work.</li> <li>● Directly teach certain vocabulary words and allusions that may be challenging or unfamiliar.</li> <li>● Provide sentence frames – partially completed sentences – when working on thesis composition.</li> <li>● Provide model writing during essay composition.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames – partially completed sentences – when working on thesis composition.</li> <li>● Provide model writing during essay composition.</li> <li>● Provide preferential seating</li> <li>● Offer audio books</li> <li>● Provide study guides and class notes</li> <li>● Testing in an alternate setting</li> <li>● Provide benchmarks for written work and adjust due dates when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be encouraged to read the novel version of Flowers for Algernon and compare/contrast similarities and differences</li> </ul>