



**SPRINGFIELD PUBLIC SCHOOLS**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

**Springfield Public Schools**  
**Springfield, New Jersey 07081**

**Accelerated English**  
**Grade 8**

**Curriculum Guide**

**2024**

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education*  
*Approved August 26, 2024*



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**Springfield Public Schools**  
**Springfield, New Jersey**

**Rachel Goldberg**  
**Superintendent of Schools**

**Erica Scudero**  
**Assistant Superintendent**

**Curriculum Developed By:**

**Ronald Slate~ Principal**  
**Candice Schiano~ Supervisor of Humanities**  
**Jill Friedman~ Teacher**  
**Stephanie Hernandez~ Teacher**



### Unit Overview Template

**Content Area:** Communication      **Grade Level:** 8      **Unit Title:** Rites of Passage  
 Arts

**Unit Summary:** “The Medicine Bag” Literary Analysis, Poetry: Figurative Language, and Theme, and Narrative Essay

**Primary Interdisciplinary Connections:** Technology and Writing

**21<sup>st</sup> Century Themes** ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy  
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

**Unit Rationale:** This unit will examine how rites of passages signify milestones in one’s life.

**Career Readiness (Standard 9):**

- Act as a responsible and contributing community member.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

### Learning Targets

**Standards:** RL.CR.8.1, RL.CI.8.2, RL.IT.8.3, L.KL.8.2.B, W.NW.8.3, RI.CT.8.8, RL.MF.8.6, W.IW.8.2, TECH.9.4.8.CI, TECH.9.4.8.GCA, SEL.PK-12.1.1, SEL.PK-12.1.2, SEL.PK-12.1.3, SEL.PK-12.1.4

- Content Statements:**
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
  - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <ul style="list-style-type: none"> <li>● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> <li>● Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</li> <li>● Recognize one's feelings and thoughts.</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior/</li> <li>● Recognize one's personal traits, strengths, and limitations.</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges.</li> </ul> |
| <b>CPI#:</b>             | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>RLCR.8.1</b>          | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from a text.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RL.CI.8.2</b>         | Determine a theme of a literary text and how it is conveyed through particular details' provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>RL.IT.8.3</b>         | Analyze how particular elements of a text interact (e.g. how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>L.KL.8.2.B</b>        | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>W.NW.8.3</b>          | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>RI.CT.8.8</b>         | Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>RL.MF.8.6</b>         | Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.                                                                                                                                                                                                                                                                                                                |
| <b>W.IW.8.2</b>          | Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                                                                                                                                                                                                                                |
| <b>TECH.9.4.8. GCA.1</b> | Model how to navigate cultural differences with sensitivity and respect.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>TECH.9.4.8. GCA.2</b> | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



|                    |                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------|
| <b>TECH.9.4.8.</b> | Analyze the role of media in delivering cultural, political, and other societal messages. |
| <b>IML.14</b>      |                                                                                           |

**Unit Essential Questions:**

- What are some milestones on the path to growing up?
- What defines an event or experience in a young person's life as a milestone or rite of passage?
- What event changed your understanding of yourself, or that of someone you know?
- What rite of passage has held the most significance for you or a person you know well?

**Unit Enduring Understandings:**

- Students will understand that rites of passage are common across diverse cultures.
- Students will understand that first person point of view affects the reader's understanding of plot, characters, and setting.
- Students will understand that short stories and documentary videos can be used in conjunction to enhance one's knowledge of a culture.
- Students will understand that there are advantages and disadvantages for presenting information in text versus video formats.

**Unit Learning Targets:**

Students will...

- Define concept vocabulary terms.
- Define the following media vocabulary terms: narration, audio, close-up, contrast, pan, and synchronization.
- Define the terms symbol and symbolism in literature.
- Apply a different point of view to the short story, "The Medicine Bag."
- Compare and contrast short story, "The Medicine Bag" and short video, "Apache Girl's Rite of Passage."

**Evidence of Learning**

**Summative Assessment:** 5 days

**Equipment Needed:** Laptop and projector

**Teacher Resources:** *myPerspectives* and online content

**Formative Assessments:**

- Selection Test
- Close Read margin notes
- Comprehension Checks
- Short research exercise
- Analyze the text exercise
- Analyze craft and structure exercises
- Concept vocabulary exercise
- Word Study exercise
- Conventions exercise



- Retelling of “The Medicine Bag”
- Analyze the media exercise
- Compare-and-Contrast Essay
- RACES paragraph

### Lesson Plans

| Lesson                                              | Time Frame                       |
|-----------------------------------------------------|----------------------------------|
| Lesson 1 “The Medicine Bag” Literary Analysis Essay | 4 days (42 minute class periods) |
| Lesson 2 Poetry: Figurative Language, and Theme     | 2 days (42 minute class periods) |
| Lesson 3 Narrative Writing                          | 7 days (42 minute class periods) |

#### Teacher Notes:

Lessons have been adapted from the Pearson Realize *myPerspectives* Curriculum. Lessons can be modified at the teacher’s (general ed. or special ed.) discretion, to best meet students’ interests, performance ability, and/or applicable IEPs or 504 plans.

#### Curriculum Development Resources/Technology Resources:

*Click the links below to access additional resources used to design this unit:*

[“Elena”](#)

[“The Rose that Grew from Concrete”](#)



| Lesson Plan 1 Template                                                                                                                                                                                                                                                                                                                                                                                           |                                                       |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------|
| Content Area: English                                                                                                                                                                                                                                                                                                                                                                                            | Lesson Title:<br>“The Medicine Bag” Literary Analysis | Time Frame: 3 days |
| Lesson Components                                                                                                                                                                                                                                                                                                                                                                                                |                                                       |                    |
| <u><b>21<sup>st</sup> Century Themes</b></u>                                                                                                                                                                                                                                                                                                                                                                     |                                                       |                    |
| <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy                                                                                                                                                                          |                                                       |                    |
| <u><b>21<sup>st</sup> Century Skills</b></u>                                                                                                                                                                                                                                                                                                                                                                     |                                                       |                    |
| <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Information Literacy<br><input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> ICT Literacy |                                                       |                    |
| <b>Interdisciplinary Connections:</b> Social Studies                                                                                                                                                                                                                                                                                                                                                             |                                                       |                    |
| <b>Integration of Technology:</b> <i>myPerspectives</i> online resource                                                                                                                                                                                                                                                                                                                                          |                                                       |                    |
| <b>Equipment Needed:</b> laptops, <i>myPerspectives</i> textbook                                                                                                                                                                                                                                                                                                                                                 |                                                       |                    |

| Goals/Objectives                                                                                                                                                                                                                                                                          | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                 | Formative Assessment Tasks                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Define “flashback” and identify examples in “The Medicine Bag.”</li> <li>Create a timeline of events in the short story, noting the flashbacks.</li> <li>Use MLA formatting to cite a direct quote from the short story.</li> </ul> | Lesson Sequence<br><br>Day 1: <ul style="list-style-type: none"> <li>Define “flashback,” and use a clip from <i>Lost</i> as an example.</li> <li>Read “The Medicine Bag” &amp; create a timeline of important events, noting the flashbacks.</li> </ul> Day 2 | <ul style="list-style-type: none"> <li>Plot timeline</li> <li>Comprehension Check questions</li> <li>T-Chart</li> <li>Essay</li> <li>Peer review</li> </ul> |



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| <ul style="list-style-type: none"> <li>Analyze how intolerance and empathy are illustrated in the short story.</li> <li>Identify and implement the components of a literary analysis essay.</li> <li>Utilize a rubric to conduct a peer review.</li> </ul> | <ul style="list-style-type: none"> <li>Review models of how to cite direct quotes using MLA formatting.</li> <li>Answer the Comprehension Check questions, citing at least one direct quote for each response.</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>Make a T-chart listing “intolerance” on one side and “empathy” on the other side.</li> <li>List examples from the story under each side of the T-chart.</li> <li>Review the components of a literary analysis essay: <ul style="list-style-type: none"> <li>Introduction contains TAG (title, author, &amp; genre) &amp; brief summary</li> <li>Body (transitions &amp; textual evidence)</li> <li>Conclusion (restatement of thesis &amp; answer the question “So what?”)</li> </ul> </li> <li>Write a literary analysis essay explaining how intolerance and empathy were presented in the short story, as well as the lessons that Martin learned.</li> </ul> <p>Day 4</p> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



- |  |                                                                                                                                    |  |
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|  | <ul style="list-style-type: none"><li>• Continue working on the essay.</li><li>• Conduct a peer review using the rubric.</li></ul> |  |
|--|------------------------------------------------------------------------------------------------------------------------------------|--|

**Differentiation:**

- The audio version of the story is available as a supplement
- Students who need assistance with reading will be asked to read the short story in “chunks” to help them process what is happening
- Small group work will be available for students who need extra help with the following skills:
  - Paragraph organization
  - Dialogue writing
  - Descriptive writing
  - Keeping tenses consistent

**Resources Provided:**

- “The Medicine Bag”
- Revising Chart
- Narrative Rubric



### Lesson Plan 2 Template

Content Area: English      Lesson Title: “Poetry, Theme, and Figurative Language”      Time Frame: 2 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☒ Global Awareness   ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☒ Creativity and Innovation   ☒ Critical Thinking and Problem Solving   ☐ Information Literacy  
☐ Life and Career Skills      ☒ Communication and Collaboration   ☐ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** Sociology

**Integration of Technology:** *CommonLit* online resource

**Equipment Needed:** laptops, *CommonLit*

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                               | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                  | Formative Assessment Tasks                                                                                                                |
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| <p>Students will:</p> <ul style="list-style-type: none"> <li>Define and provide examples of simile, metaphor, personification, alliteration, rhyme, onomatopoeia, hyperbole, imagery, idiom, repetition.</li> <li>Identify the poetic form, including lines, stanzas, verse, refrain, and speaker.</li> <li>Distinguish between a thematic concept &amp; a thematic statement.</li> <li>Determine the theme from narrative samples.</li> </ul> | <p>Lesson Sequence</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>Students will take notes on poetic terminology and themes.</li> <li>Students will practice identifying theme and figurative language using IXL.</li> <li>Students discuss how poetry can help us understand what it means to grow up. Students will also determine why poetry may be better at expressing important incidents and events</li> </ul> | <ul style="list-style-type: none"> <li>OnCourse Comprehension</li> <li>Graphic Organizer</li> <li>RACES Paragraph</li> <li>IXL</li> </ul> |



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| <ul style="list-style-type: none"> <li>● Interpret figurative language within a poem.</li> <li>● Distinguish between prose and verse.</li> <li>● Identify the speaker and intended audience in "The Rose that Grew From Concrete."</li> <li>● Determine aspects of the rose's identity.</li> <li>● Analyze symbols and tone within the poem.</li> <li>● Interpret narrative events.</li> <li>● Determine the theme of "Elena" and analyze how certain lines of the text reveal it.</li> <li>● Review the RACES paragraph structure and compose a RACES paragraph identifying the theme of "Roses" or "Elena" and explain how that theme is revealed/developed through figurative language.</li> </ul> | <p style="text-align: center;">better than other genres.</p> <ul style="list-style-type: none"> <li>● Students will read "The Rose That Grew from Concrete." They will highlight figurative language within the poem.</li> <li>● Students will respond to comprehension questions and determine how the theme of the poem relates to the unit's essential question.</li> </ul> <p style="text-align: center;">Day 2</p> <ul style="list-style-type: none"> <li>● Students will read "Elena," respond to comprehension questions, and determine how the theme of the poem relates to the unit's essential question.</li> <li>● Students will review the RACES writing structure.</li> <li>● Students will complete a graphic organizer to identify examples of figurative language which support the theme.</li> <li>● Students will compose their paragraph.</li> </ul> |  |
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**Differentiation:**

- The audio version of the story and its summary are available as a supplement.
- Students who need assistance with comprehension will read the poem aloud and 'translate' the poetry to prose after each line/idea.



**Resources Provided:**

- “Elena” Text & Audio
- “The Rose that Grew from Concrete” Text and Audio
- OnCourse Comprehension
- Graphic Organizer



### Lesson Plan 3 Template

Content Area: Comm. Arts      Lesson Title: Narrative Essay      Time Frame: 5 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☒ Global Awareness   ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☒ Creativity and Innovation   ☒ Critical Thinking and Problem Solving   ☐ Information Literacy  
☒ Life and Career Skills      ☒ Communication and Collaboration      ☐ Media Literacy   ☐ ICT Literacy

**Interdisciplinary Connections:** Social Studies

**Integration of Technology:** *myPerspectives* online resource, iBook

**Equipment Needed:** laptops, *myPerspectives* textbook

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                 | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                             | Formative Assessment Task                                                                                                                                                                                        |
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| <p>Students will write a nonfiction narrative that:</p> <ul style="list-style-type: none"> <li>• Uses an accurate and consistent point of view.</li> <li>• Contains a clear sequence of events.</li> <li>• Includes characterizations of people who play significant roles.</li> <li>• Has pacing that effectively builds the action.</li> </ul> | <p>Lesson Sequence</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>• Students will review the Non-Fiction Narrative assignment.</li> <li>• Students will study the sample pre-writing chart.</li> <li>• Students will brainstorm three important incidents and will pick one to write about.</li> <li>• Students will choose a tone to convey the incident in writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Pre-writing</li> <li>• Rules of Dialogue</li> <li>• Paragraphing</li> <li>• Self-Evaluation</li> <li>• Peer Review</li> <li>• iBook</li> </ul> |



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| <ul style="list-style-type: none"> <li>• Incorporates descriptive details, powerful sensory language, dialogue, and precise word choices.</li> <li>• Implements a conclusion which contains a reflection on the experiences in the narrative.</li> <li>• Brainstorm three incidents that either happened to you or someone you know that taught you an important life lesson.</li> <li>• Choose a tone to convey the experience in writing.</li> <li>• Create a narrative house analogy adding details to a standard house.</li> <li>• Use their brainstorming/prewriting to write the narrative.</li> <li>• Identify the reason why (new speaker, time change, new action, character background) each new paragraph begins.</li> <li>• Explain the difference between revising and editing.</li> <li>• Add or change words to improve descriptive</li> </ul> | <p>Day 2</p> <ul style="list-style-type: none"> <li>• Students will create a narrative house analogy by illustrating the essential narrative elements as parts of their house.</li> <li>• Students will view a video and take notes on the rules of dialogue.</li> <li>• Students will discuss the rules and then practice them by rewriting a conversation as correctly punctuated dialogue.</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Students will review their brainstorming.</li> <li>• Students will use their brainstorming/prewriting to begin writing their narrative.</li> <li>• Students will participate in student/teacher conferences.</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Students will recognize and explain where a new paragraph begins.</li> <li>• Students will continue to compose their narrative.</li> <li>• Students will participate in student/teacher conferences.</li> </ul> |  |
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| <p>writing.</p> <ul style="list-style-type: none"> <li>● Incorporate awesome adjectives and vivacious verbs into their narratives.</li> <li>● Utilize a peer review process.</li> <li>● Allow for self-reflection on their writing.</li> </ul>                                                                                                                                                               | <p>Day 5</p> <ul style="list-style-type: none"> <li>● Students will explain the difference between revising and editing.</li> <li>● Students will read another student's work and fill-out the Peer Review worksheet.</li> <li>● Students will add or change words to improve descriptive writing in their narrative.</li> <li>● Students will self-reflect on their writing.</li> </ul> <p>Day 6</p> <ul style="list-style-type: none"> <li>● Students will review how to create an iBook.</li> <li>● Students will determine where to divide their narrative into page breaks.</li> <li>● Students will create images to include in the iBook and make a table of contents.</li> <li>● Students will present their iBooks.</li> </ul> |  |
| <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● The audio version of the story and its summary are available as a supplement.</li> <li>● Individual and small group writing conferences will be used to address writer's individual abilities and needs.</li> <li>● For the iBook presentation, students may either read the narrative or explain their creative choices.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p><b>Resources Provided:</b></p> <ul style="list-style-type: none"> <li>● Brainstorming handout</li> <li>● Narrative House</li> <li>● Rules of Dialogue video/handout</li> <li>● Pre-writing</li> <li>● Peer Review Sheet</li> </ul>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |



- Paragraphing
- iBook How-To

### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

| Lesson Activities                                                                                                    | Strongly                            | Moderately                          | Weakly |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | <input checked="" type="checkbox"/> |                                     |        |
| Allow for student choice                                                                                             | <input checked="" type="checkbox"/> |                                     |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          | <input checked="" type="checkbox"/> |                                     |        |
| Integrate global perspectives                                                                                        | <input checked="" type="checkbox"/> |                                     |        |
| Integrate 21st century skills                                                                                        | <input checked="" type="checkbox"/> |                                     |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | <input checked="" type="checkbox"/> |                                     |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | <input checked="" type="checkbox"/> |                                     |        |
| Are varied to address different student learning styles and preferences                                              | <input checked="" type="checkbox"/> |                                     |        |
| Are differentiated based on student needs                                                                            | <input checked="" type="checkbox"/> |                                     |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    |                                     | <input checked="" type="checkbox"/> |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | <input checked="" type="checkbox"/> |                                     |        |
| Provide opportunities for student reflection and self- assessment                                                    | <input checked="" type="checkbox"/> |                                     |        |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           | <input checked="" type="checkbox"/> |                                     |        |

### Curriculum Design Template

|                      |                           |                     |   |                    |                  |
|----------------------|---------------------------|---------------------|---|--------------------|------------------|
| <b>Content Area:</b> | English                   | <b>Grade Level:</b> | 8 | <b>Unit Title:</b> | Rites of Passage |
| <b>Created:</b>      | Stephanie Hernandez       |                     |   |                    |                  |
|                      | <b>Board Approved on:</b> |                     |   |                    |                  |



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |                     |   |                    |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------|---|--------------------|---------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | English | <b>Grade Level:</b> | 8 | <b>Unit Title:</b> | The Holocaust |
| <b>Unit Summary:</b> “The Children’s Story”, Heroes During the Holocaust, and Anne Frank Adaptations                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                     |   |                    |               |
| <b>Primary Interdisciplinary Connections:</b> Social Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                     |   |                    |               |
| <b>21<sup>st</sup> Century Themes</b> <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy<br><input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Media Literacy                                                                                            |         |                     |   |                    |               |
| <b>Unit Rationale:</b> This unit will examine the various ways that individuals can remember the past.                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |                     |   |                    |               |
| <b>Career Readiness (Standard 9):</b> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Use technology to enhance productivity and increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul> |         |                     |   |                    |               |

### Learning Targets

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | RL.CI.8.2, RL.CR.8.10, RI.CR.8.1, RI.CI.8.2, RI.MF.8.6, RI.AA.8.7, RI.CR.8.10, W.8.10, L.VI.8.4, TECH.9.4.8.GCA.1, TECH.9.4.8.GCA.2, TECH.9.4.8.IML.1, TECH.9.4.8.IML.6, TECH.9.4.8.IML.10, TECH.9.4.8.IML.14, TECH.9.4.8.IML.15, SEL.PK-12.3.1, SEL.PK-12.3.2, SEL.PK-12.3.3, SEL.PK-12.3.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Content Statements:</b> | <ul style="list-style-type: none"> <li>● Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>● Assess how point of view or purpose shapes the content and style of a text.</li> <li>● Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>● Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> <li>● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul> |



- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Critically curate multiple resources to assess the credibility of sources when searching for information.
- Identify subtle and overt messages based on the method of communication.
- Examine the consequences of the uses of media.
- Analyze the role of media in delivering cultural, political, and other societal messages.
- Explain ways that individuals may experience the same media message differently.
- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.



| <b>CPI#:</b>          | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                  |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RL.CI.8.2             | Determine a theme of literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.                                                                                                           |
| RL.CR.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.CR.8.1             | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.                                                              |
| RI.CI.8.2             | Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                          |
| RI.MF.8.6             | Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.          |
| RI.AA.8.7             | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| RI.CR.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.8.10                | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                            |
| 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.                                                                   |
| L.VI.8.4              | D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).                                                                                                                |
| TECH.9.4.8.<br>GCA.1  | Model how to navigate cultural differences with sensitivity and respect.                                                                                                                                                                                                     |
| TECH.9.4.8.<br>GCA.2  | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.                                                                                                                                                                   |
| TECH.9.4.8.<br>IML.14 | Analyze the role of media in delivering cultural, political, and other societal messages.                                                                                                                                                                                    |

**Unit Essential Questions:**

- How can bystanders contribute to evil and intolerance?
- How can propaganda be used to manipulate people's ideas?
- How can today's students benefit from learning about the history of the Holocaust?



### Unit Enduring Understandings:

- Literature can help us remember and honor the victims of the Holocaust.
- Primary sources and secondary sources should be used in conjunction with one another to blend historical facts with various perspectives.
- Society as a whole benefits from the courage and compassion of upstanders.

### Unit Learning Targets:

Students will...

- Read, evaluate, and write informative essays.
- Incorporate standard English grammar conventions and usage in their own writing.
- Conduct online research to clarify and explore ideas.
- Compare online sources and evaluate their credibility.
- Incorporate audio, visuals, and text in presentations.

### Evidence of Learning

**Summative Assessment:** 2 days

**Equipment Needed:** Laptops, projector

**Teacher Resources:** *myPerspectives*, supplemental resources

#### Formative Assessments:

- Selection tests
- Unit test
- Compare-and-contrast essay
- Informative report
- Explanatory multimedia presentation

### Lesson Plans

| Lesson                               | Time Frame |
|--------------------------------------|------------|
| Lesson 1 “The Children’s Story”      | 3 days     |
| Lesson 2 Heroes During the Holocaust | 1 day      |
| Lesson 3 Anne Frank Adaptations      | 2 days     |

**Teacher Notes:** Lessons have been adapted from the Pearson Realize *myPerspectives* Curriculum. Lessons can be modified at the teacher’s (general ed. or special ed.) discretion, to best meet students’ interests, performance ability, and/or applicable IEPs or 504 plans.

### Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.annefrank.org>



<https://sfi.usc.edu/lessons/pyramid-hate>

<https://www.ushmm.org>

<https://brainpop.com>

▶ *The Children's Story by James Clavell*

▶ *Prejudices | Anne Frank House | Explained*



### Lesson Plan 1 Template

Content Area: English      Lesson Title: “The Children’s Story”      Time Frame: 3 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☒ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☒ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☐ Creativity and Innovation    ☒ Critical Thinking and Problem Solving    ☒ Information Literacy  
☐ Life and Career Skills      ☒ Communication and Collaboration    ☒ Media Literacy    ☐ ICT Literacy

**Interdisciplinary Connections:** Social Studies

**Integration of Technology:** YouTube video of “The Children’s Story;” online dictionary

**Equipment Needed:** Laptop

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                            | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative Assessment Tasks                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze the meaning of “The Pledge of Allegiance.”</li> <li>Identify various propaganda techniques in commercials.</li> <li>Identify propaganda techniques in “The Children’s Story.”</li> <li>Analyze how the story presents a “cautionary tale” to modern readers.</li> <li>Evaluate the most innocuous versus the most dangerous impacts of propaganda on students in the story.</li> </ul> | <p>Lesson Sequence</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>Turn &amp; Talk mini-debate: Assign a “side” to each partner, and have them discuss why they think some students say it every morning and why others do not.</li> <li>Display “The Pledge of Allegiance,” and define unfamiliar words using context clues.</li> <li>Read aloud “The Pledge of Allegiance” as a class, and translate the lines into wording young students would easily understand.</li> </ul> | <ul style="list-style-type: none"> <li>Mini-debate</li> <li>Pledge translation</li> <li>Propaganda Techniques Chart</li> <li>Reflection paragraph</li> <li>Persuasive paragraphs</li> </ul> |



- Define propaganda, and look at different techniques from commercials.
- Which commercials do you consider the most and least convincing? Explain.

**Day 2**

- Read "The Children's Story," by James Clavell.
- Compare and contrast the two teachers.
- Explain why Johnny is considered a dynamic character.
- Write a paragraph explaining the “cautionary tale” for modern day readers.

**Day 3**

- Identify examples of propaganda techniques in the story.
- Write two persuasive paragraphs explaining which propaganda technique that you believe had the most innocuous versus dangerous impacts on the students.

**Differentiation:**

- An audio version of “The Children’s Story” will be provided.
- Students have the option to watch “The Children’s Story.”
- Students may work in small groups for the questions.



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**Resources Provided:**

- “The Children’s Story” [video](#) and [text](#)
- A copy of “The Pledge of Allegiance”



| Lesson Plan 2 Template                                                                                                                                                                                                                                                                                                                                                                                |         |               |                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|-----------------------------|
| Content Area:                                                                                                                                                                                                                                                                                                                                                                                         | English | Lesson Title: | Heroes During the Holocaust |
|                                                                                                                                                                                                                                                                                                                                                                                                       |         | Time Frame:   | 3 days                      |
| Lesson Components                                                                                                                                                                                                                                                                                                                                                                                     |         |               |                             |
| <u><b>21<sup>st</sup> Century Themes</b></u>                                                                                                                                                                                                                                                                                                                                                          |         |               |                             |
| <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy                                                                                                                                                    |         |               |                             |
| <u><b>21<sup>st</sup> Century Skills</b></u>                                                                                                                                                                                                                                                                                                                                                          |         |               |                             |
| <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Information Literacy<br><input type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> ICT Literacy |         |               |                             |
| <b>Interdisciplinary Connections:</b> Social Studies                                                                                                                                                                                                                                                                                                                                                  |         |               |                             |
| <b>Integration of Technology:</b> YouTube Videos, Google Slides                                                                                                                                                                                                                                                                                                                                       |         |               |                             |
| <b>Equipment Needed:</b> Laptop                                                                                                                                                                                                                                                                                                                                                                       |         |               |                             |

| Goals/Objectives                                                                                                                                                                                                                                                                                                                         | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                    | Formative Assessment Tasks                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Define qualities of a hero.</li> <li>Explain in writing how each Holocaust hero exemplifies a quote they are known for.</li> <li>Incorporate information from video format into written expression.</li> <li>Produce a research presentation on another Holocaust Hero.</li> </ul> | Lesson Sequence<br><br>Day 1 <ul style="list-style-type: none"> <li>Students will watch a video about Irena Sendler.               <ul style="list-style-type: none"> <li>In a paragraph, students will explain how Sendler exemplifies this lesson: "If you see a man drowning, you must try to save him even if you cannot swim."</li> <li>Students will discuss their interpretations.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>OnCourse paragraph assignment</li> <li>Discussion</li> <li>Presentation</li> </ul> |



- Students will watch a video on The White Rose.
  - In a paragraph, students will explain how The White Rose exemplifies this lesson: "We will not be silent. We are your bad conscience. The White Rose will not leave you in peace!"
  - Students will discuss their interpretations.
- Students will watch a video about Chiune Sugihara.
  - In a paragraph, students will explain how Chiune Sugihara exemplifies this lesson: "Even a hunter cannot kill a bird which flies to him for refuge."
  - Students will discuss their interpretations.

**Day 2**

- In small groups, students will research a person or group of people who acted heroically during the Holocaust.
- Students will create a presentation.



Day 3

- The group will teach the class about the chosen Holocaust Hero.

**Differentiation:**

- Transcripts are provided for each video.
- Students may work in pairs for the presentation.

**Resources Provided:**

-  *How one person saved over 2,000 children from the Nazis - Iseult Gillespie*
-  The White Rose: A Stand Against Nazi Germany
- Read Aloud of  *Passage to Freedom: The Sugihara Story*



### Lesson Plan 3 Template

Content Area: English      Lesson Title: Anne Frank Adaptations      Time Frame: 4 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☒ Global Awareness   ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☒ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☒ Creativity and Innovation   ☒ Critical Thinking and Problem Solving   ☒ Information Literacy  
☒ Life and Career Skills      ☒ Communication and Collaboration      ☒ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** Social Studies, Drama, Art

**Integration of Technology:** OnCourse, BrainPOP, Anne Frank House, *myPerspectives*

**Equipment Needed:** Laptop and projector

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                             | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative Assessment Tasks                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify major events in Anne Frank’s timeline.</li> <li>Explore the Secret Annex to determine its benefits and limitations.</li> <li>Explain why Miep Gies does not consider herself a hero.</li> <li>Read three versions of Anne Frank’s story.</li> <li>Compare and contrast the tone and perspective of each excerpt and how it impacts the audience’s perception of Anne Frank.</li> </ul> | <p>Lesson Sequence</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>Students will watch a BrainPOP about Anne Frank. Students will discuss Frank’s timeline.</li> <li>Students will explore the physical layout of the Secret Annex and discuss its benefits and limitations.</li> <li>Students will identify the helpers that supported those in hiding in the Secret Annex. <ul style="list-style-type: none"> <li>They will read Miep Gies’s “Anne Frank’s Legacy” speech. They will compose paragraph</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>BrainPOP questions</li> <li>Anne Frank House questions</li> <li>“Anne Frank’s Legacy” Paragraph</li> <li>Pre-writing/graphic organizer</li> <li>Writing conferences</li> <li>Compare/Contrast essay</li> </ul> |



responses about why Miep does not consider herself a hero.

- In small groups, students will discuss how Miep's lessons resonate with the world today.

**Day 2**

- Students will analyze the same Anne Frank excerpts:
  - Read Anne Frank's diary.
  - Act out scenes from the play.
  - Critique the graphic novel.
- Students will respond to comprehension/analysis questions about each.

**Day 3**

- Students will complete a graphic organizer to document the differences and similarities in each version of Anne Frank's story.
- Students will compose an essay explaining how the tone and perspective of each work impacts the audience's interpretation of Anne Frank.

**Day 4**



|                                                                                                                                                                    |                                                                                                                                   |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Students will continue writing the essay.</li> <li>Conduct writing conferences.</li> </ul> |  |
| <b>Differentiation:</b> <ul style="list-style-type: none"> <li>There is transcript for the BrainPOP available</li> <li>Graphic organizers are provided.</li> </ul> |                                                                                                                                   |  |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>BrainPOP</li> <li><a href="#">Anne Frank House</a></li> </ul>                                    |                                                                                                                                   |  |

### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

| Lesson Activities                                                                                                    | Strongly | Moderately | Weakly |
|----------------------------------------------------------------------------------------------------------------------|----------|------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | ☒        |            |        |
| Allow for student choice                                                                                             |          | ☒          |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          | ☒        |            |        |
| Integrate global perspectives                                                                                        | ☒        |            |        |
| Integrate 21st century skills                                                                                        | ☒        |            |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | ☒        |            |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | ☒        |            |        |
| Are varied to address different student learning styles and preferences                                              | ☒        |            |        |
| Are differentiated based on student needs                                                                            |          | ☒          |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    |          | ☒          |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | ☒        |            |        |
| Provide opportunities for student reflection and self- assessment                                                    |          | ☒          |        |



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Provide data to inform and adjust instruction to better meet the varying needs of learners



**Curriculum Design Template**

**Content Area:** English

**Grade Level:** 8

**Unit Title:** The Holocaust

**Created:** Stephanie Hernandez

**Board Approved on:**



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |                     |   |                    |              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------|---|--------------------|--------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | English | <b>Grade Level:</b> | 8 | <b>Unit Title:</b> | What Matters |
| <b>Unit Summary:</b> “Follow the Rabbit-Proof Fence,” “Words Do Not Pay,” and Argumentative Research Essay                                                                                                                                                                                                                                                                                                                                                                                             |         |                     |   |                    |              |
| <b>Primary Interdisciplinary Connections:</b> <i>Social Studies</i>                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |                     |   |                    |              |
| <b>21<sup>st</sup> Century Themes</b> ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy<br>☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy                                                                                                                                                                                                                                                                         |         |                     |   |                    |              |
| <b>Unit Rationale:</b> To determine when it is right to take a stand.                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |                     |   |                    |              |
| <b>Career Readiness (Standard 9):</b> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> </ul> |         |                     |   |                    |              |

### Learning Targets

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | RL.CR.8.1, RL.PP.8.5, FL.CR.8.10, RI.CR.8.1, RI.CI.8.2, RI.PP.8.5, RI.MF.8.6, RI.AA.8.7, RI.CT.8.8, RI.CR.8.10, W.8.1(A-E), W.WP.8.4, W.WR.8.5, W.RW.8.7, SL.AS.8.6, L.SS.8.1, L.8.2, L.VI.8.4, TECH.9.4.8.DC.1, TECH.9.4.8.DC.2, TECH.9.4.8.DC.4, TECH.9.4.8.IML.1 , TECH.9.4.8.IML.13, SEL.PK-12.4.1, SEL.PK-12.4.2, SEL.PK-12.4.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Content Statements:</b> | <ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>● Assess how point of view or purpose shapes the content and style of a text.</li> </ul> |



- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.



- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- Analyze the resource citations in online materials for proper use.
- Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- Critically curate multiple resources to assess the credibility of sources when searching for information.
- Identify the impact of the creator on the content, production, and delivery of information.
- Develop, implement and model effective problem-solving, and critical thinking skills.



|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | <ul style="list-style-type: none"> <li>Identify the consequences associated with one's actions in order to make constructive choices.</li> <li>Evaluate personal, ethical, safety, and civic impact of decisions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>CPI#:</b> | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| RL.CR.8.1    | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| RL.PP.8.5    | Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| RL.CR.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.CR.8.1    | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| RI.CI.8.2    | Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| RI.PP.8.5    | Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| RI.MF.8.6    | Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| RI.AA.8.7    | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| RI.CT.8.8    | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| RI.CR.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 (A-E)  | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>D. Establish and maintain a formal style.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |



|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W.WP.8.4                                                                                                                                                                                                                                                                                                                                                         | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.WR.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.RW.8.7                                                                                                                                                                                                                                                                                                                                                         | 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.ES.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.AS.8.6                                                                                                                                                                                                                                                                                                                                                        | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                                                                                                                                                                                                                                                                                                    |
| L.SS.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.VI.8.4                                                                                                                                                                                                                                                                                                                                                         | D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).                                                                                                                                                                                                                                                              |
| TECH.9.4.8.DC.1                                                                                                                                                                                                                                                                                                                                                  | Analyze the resource citations in online materials for proper use.                                                                                                                                                                                                                                                                                                                                                         |
| TECH.9.4.8.DC.2                                                                                                                                                                                                                                                                                                                                                  | Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).                                                                                                                                                                                                                                                                                                                          |
| TECH.9.4.8.DC.4                                                                                                                                                                                                                                                                                                                                                  | Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.                                                                                                                                                                                                                                                                                                  |
| TECH.9.4.8.I ML.1                                                                                                                                                                                                                                                                                                                                                | Critically curate multiple resources to assess the credibility of sources when searching for information.                                                                                                                                                                                                                                                                                                                  |
| TECH.9.4.8.I ML.13                                                                                                                                                                                                                                                                                                                                               | Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).                                                                                                                                                                                                                                                                                                             |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• When is it right to take a stand?</li> <li>• What kinds of issues are important enough to fight for?</li> <li>• How can people determine what matters to them and make their own choices in life?</li> <li>• What meaning do words have if they are not followed by action?</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Unit Enduring Understandings:</b>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |



- Students will determine which issues matter to them.
- Students will make inferences to help them understand the meaning of a text.
- Students will support arguments with clear reasons and relevant evidence.
- Students will present claims and findings orally.
- Students will understand the meanings of roots and suffixes.
- Students will identify and analyze an author's perspective and purpose.
- Students will identify the main idea and supporting details in reading selections.
- Students will identify and understand persuasive techniques.
- Students will organize and plan research projects.

**Unit Learning Targets:**

Students will...

- Evaluate written arguments by analyzing how authors state and support claims.
- Expand knowledge and use of academic and thematic vocabulary.
- Write an argumentative essay in which key elements of an argument are effectively incorporated.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the conventions of standard English grammar and usage.
- Collaborate with teams to build on ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.



### Evidence of Learning

**Summative Assessment:** Argumentative Research Essay  
**Equipment Needed:** Laptop, Internet, Points of View database, NoodleTools  
**Teacher Resources:** *myPerspectives* (writing mini-lessons)

**Formative Assessments:**

- Selection Test
- Close read margin notes
- Comprehension checks
- Short research exercise
- Analyze the text exercise
- Analyze craft and structure exercises
- Concept vocabulary exercise
- Word Study exercise
- Conventions exercise
- Argumentative essay
- Argumentative Presentation
- Analyze the media exercise

### Lesson Plans

| Lesson                                   | Time Frame |
|------------------------------------------|------------|
| Lesson 1 “Follow the Rabbit-Proof Fence” | 4 days     |
| Lesson 2 “Words Do Not Pay”              | 2 days     |
| Lesson 3 Argumentative Research Essay    | 10 days    |

**Teacher Notes:**

Lessons have been taken from the Pearson Realize *myPerspectives* Curriculum. Lessons can be modified at the teacher’s (general ed. or special ed.) discretion, to best meet students’ interests, performance ability, and/or applicable IEPs or 504 plans.

**Curriculum Development Resources/Technology Resources:**

*Click the links below to access additional resources used to design this unit*

NoodleTools database

[Research Guide \(various links included\)](#)

[Treaty with Nez Percés, 1863](#)

[ProCon.org](#)

[Scope Article](#)

[Great Transitions](#)

[Argument-Essay Checklist](#)

[In-Text Citations](#)



| Lesson Plan 1 Template                                                                                                                                                                                                                                                                                                                                                                                           |         |               |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|---------------------------------|
| Content Area:                                                                                                                                                                                                                                                                                                                                                                                                    | English | Lesson Title: | “Follow the Rabbit-Proof Fence” |
|                                                                                                                                                                                                                                                                                                                                                                                                                  |         | Time Frame:   | 4 days                          |
| Lesson Components                                                                                                                                                                                                                                                                                                                                                                                                |         |               |                                 |
| <u><b>21<sup>st</sup> Century Themes</b></u>                                                                                                                                                                                                                                                                                                                                                                     |         |               |                                 |
| <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy                                                                                                                                                                          |         |               |                                 |
| <u><b>21<sup>st</sup> Century Skills</b></u>                                                                                                                                                                                                                                                                                                                                                                     |         |               |                                 |
| <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Information Literacy<br><input type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> ICT Literacy |         |               |                                 |
| <b>Interdisciplinary Connections:</b> SEL, Social Studies                                                                                                                                                                                                                                                                                                                                                        |         |               |                                 |
| <b>Integration of Technology:</b> Videos, online textbook                                                                                                                                                                                                                                                                                                                                                        |         |               |                                 |
| <b>Equipment Needed:</b> laptop, videos                                                                                                                                                                                                                                                                                                                                                                          |         |               |                                 |

| Goals/Objectives                                                                                                                                                                                                                                                                                  | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                  | Formative Assessment Tasks                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Identify the “Stolen Generation” of Australia.</li> <li>Identify the central idea in a nonfiction narrative.</li> <li>Make inferences about characters based on dialogue.</li> <li>Use context clues to define unfamiliar words.</li> </ul> | Lesson Sequence:<br><br>Day 1 <ul style="list-style-type: none"> <li>Divide students into groups to conduct online research to learn about the Aboriginal population of Australia and the “Stolen Generation.”</li> <li>Use infographics, video testimonies, and informational websites to create a PowerPoint presentation about the history and consequences of the “Stolen Generation.”</li> </ul><br>Day 2 | <ul style="list-style-type: none"> <li>PowerPoint presentation</li> <li>Comprehension Check questions</li> <li>Think/pair/share</li> <li>Highlighting of sensory details in the text</li> <li>Whole group discussion</li> <li>Notes</li> <li>Retelling of the text from a different point of view</li> </ul> |



- Analyze how sensory details contribute to descriptive writing.
- Compare and contrast the text with a film clip depiction of the scene.
- Examine how the use of precise word choices and repetition can enhance a writer's purpose.
- Retell an excerpt from a different point of view.

- Share presentations on “Stolen Generations.”
- Read the excerpt from *Follow the Rabbit-Proof Fence* in *myPerspectives*.
- Think/pair/share: Analyze what the dialogue in paragraphs 1-4 reveal about the characters.
- Highlight examples of sensory details throughout the text.

Day 3

- Respond to Comprehension Check questions.
- Watch a YouTube clip from the *Rabbit-Proof Fence* film called “We’re Going Home,” and take notes comparing it to the text.
- Discuss the similarities versus differences noted, as well as any changes they would have made to the film interpretation.
- Watch YouTube video clip: “Apology to Australia’s Indigenous Peoples” (2008). While viewing, take notes on the word choice and use repetition.
- Think/pair/share: How do specific word choices and repetition contribute to the public apology?



**Day 4**

- Retell the story from one of the following character's point of view: Molly, Daisy, or Gracie. Do not mention the name of the character chosen.
- Exchange retellings in pairs, and guess whose point of view was used based on inferencing.

**Differentiation:**

- Conduct additional research on Indigenous population of Australia

**Resources Provided:**

- [Who are the Stolen Generations? | The Healing Foundation](#)
- [Rabbit-Proof Fence \("We're Going Home"\)](#)
-  Apology to Australia's Indigenous peoples (2008)



| Lesson Plan 2 Template                                                                                                                                                                                                                                                                                                                                                                     |         |               |                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|---------------------------------------|
| Content Area:                                                                                                                                                                                                                                                                                                                                                                              | English | Lesson Title: | “Words Do Not Pay” Time Frame: 4 days |
| Lesson Components                                                                                                                                                                                                                                                                                                                                                                          |         |               |                                       |
| <b><u>21<sup>st</sup> Century Themes</u></b>                                                                                                                                                                                                                                                                                                                                               |         |               |                                       |
| <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy                                                                                                                                                    |         |               |                                       |
| <b><u>21<sup>st</sup> Century Skills</u></b>                                                                                                                                                                                                                                                                                                                                               |         |               |                                       |
| <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Information Literacy<br><input type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT Literacy |         |               |                                       |
| <b>Interdisciplinary Connections:</b> Social Studies                                                                                                                                                                                                                                                                                                                                       |         |               |                                       |
| <b>Integration of Technology:</b> OnCourse, <i>myPerspectives</i>                                                                                                                                                                                                                                                                                                                          |         |               |                                       |
| <b>Equipment Needed:</b> Laptop                                                                                                                                                                                                                                                                                                                                                            |         |               |                                       |

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                         | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                          | Formative Assessment Tasks                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Determine what meanings words have if they are not followed by actions.</li> <li>Analyze the use of persuasive techniques.</li> <li>Evaluate The Treaty of 1863 and compare it to the content of Chief Joseph’s speech.</li> <li>Research a group in today’s society that is considered underrepresented or misrepresented.</li> <li>Compose a short speech using persuasive techniques</li> </ul> | Lesson Sequence<br><br>Day 1 <ul style="list-style-type: none"> <li>In groups, students will read “Words Do Not Pay” and annotate the text.</li> <li>Complete the Comprehension Check, Close Read, and Analyze the Text.</li> </ul> Day 2 <ul style="list-style-type: none"> <li>Review persuasive techniques such as repetition, appeals to reasons, emotions, and authority, word choice,</li> </ul> | <ul style="list-style-type: none"> <li>Comprehension Check</li> <li>“Treaty of Nez Percé, 1863” Evaluation</li> <li>Research</li> <li>Original speech</li> </ul> |



|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>used in “Words Do Not Pay.”</p> | <p>tone, denotations and connotations.</p> <ul style="list-style-type: none"> <li>● Use a graphic organizer to analyze the persuasive techniques evident in “Words Do Not Pay.”</li> <li>● Read the articles of agreement in “Treaty of Nez Percé, 1863.”</li> <li>● Determine which articles Chief Joseph believed to be unfair and evaluate how he used persuasive techniques to gain sympathy.</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Brainstorm a list of groups of people who are misrepresented or underrepresented in society today.</li> <li>● Students will work in pairs to select a group based on personal interest, and conduct online research to find facts and statistics to support their claim.</li> <li>● Write a short speech on the selected group’s behalf, highlighting persuasive techniques illustrated in the speeches read in class: <ul style="list-style-type: none"> <li>○ repetition</li> <li>○ appeal to reason</li> <li>○ appeal to emotions</li> <li>○ appeal to authority</li> </ul> </li> </ul> |  |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



Day 4

- Present speeches, and rate the persuasive quality of each one using a rubric.

**Differentiation:**

The audio version of the speech and its summary are available as a supplement. Students who need assistance with comprehension will read the speech aloud and summarize each main point.

**Resources Provided:**

- “Words Do Not Pay” Text & Audio
- Copy of Treaty of Nez Percés, 1963
- Comprehension & Skills OnCourse Assignment



### Lesson Plan 3 Template

Content Area: English      Lesson Title: Argumentative Research Essay      Time Frame: 10 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☒ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☒ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☒ Creativity and Innovation    ☒ Critical Thinking and Problem Solving    ☒ Information Literacy  
☒ Life and Career Skills      ☒ Communication and Collaboration    ☒ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** Social Studies, Psychology, Science

**Integration of Technology:** NoodleTools, Points of View Reference Center, Google

**Equipment Needed:** laptop

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Assessment Tasks                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Write argumentative essays that include supporting evidence and a counterclaim/rebuttal.</li> <li>Identify a research topic that is appealing and can be argued from two sides.</li> <li>Briefly identify two sides of the issue and decide which they agree with.</li> <li>Create a claim about the issue being researched.</li> <li>Research the issue, ultimately narrowing down the search to three articles.</li> <li>Evaluate the quality of websites.</li> </ul> | <p>Lesson Sequence</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>Visit the <i>Points of View Reference Center</i> to browse potential research topics.</li> <li>Complete “Identify a Topic” OnCourse assignment.</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>Identify the terms, central claim, supporting evidence, counterargument, and rebuttal.</li> <li>Create a claim/thesis based on the chosen issue.</li> <li>Review how to evaluate a website and the types of information that could be</li> </ul> | <ul style="list-style-type: none"> <li>Brainstorming</li> <li>Pre-writing</li> <li>NoodleTools Notecards and Works Cited</li> <li>Checklists</li> <li>Peer Review</li> </ul> |



|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>• Identify plagiarism.</li> <li>• Create NoodleTools Notecards to highlight supporting evidence within the articles.</li> <li>• Create an MLA citation for each website on NoodleTools.</li> <li>• Proofread/edit according to a rubric.</li> </ul> | <p>used to support an argument.</p> <p>Days 3 &amp; 4</p> <ul style="list-style-type: none"> <li>• Research and narrow down sources to three articles: three to support the claim and one to oppose the claim, including a database.</li> <li>• Input MLA information into NoodleTools.</li> <li>• Create a notecard for each source. Include a quote, paraphrase, and original thinking.</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>• Model sufficient evidence.</li> <li>• Compose Supporting Evidence Topic Sentences.</li> <li>• Review Plagiarism.</li> </ul> <p>Day 6-7</p> <ul style="list-style-type: none"> <li>• Using the evidence charts, write the essay.</li> </ul> <p>Day 8</p> <ul style="list-style-type: none"> <li>• Review counterclaims and rebuttals.</li> <li>• Compose a counterclaim and rebuttal.</li> </ul> <p>Day 9</p> <ul style="list-style-type: none"> <li>• Review Argument-Essay Checklist and compare it to the written essay.</li> <li>• Review “Great Transitions” and add one to each</li> </ul> |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



paragraph.

- Read essays aloud with a partner.

Day 10

- Edit/revise essay accordingly.

**Differentiation:**

Individual and small group writing conferences will be used to address writer's individual abilities and needs. There will be differentiated requirements.

**Resources Provided:**

- NoodleTools Guide
- Research Guide
- Rubrics
- Great Transitions resource
- Relevant websites/articles



### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

| Lesson Activities                                                                                                    | Strongly                            | Moderately                          | Weakly |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | <input checked="" type="checkbox"/> |                                     |        |
| Allow for student choice                                                                                             | <input checked="" type="checkbox"/> |                                     |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          | <input checked="" type="checkbox"/> |                                     |        |
| Integrate global perspectives                                                                                        |                                     | <input checked="" type="checkbox"/> |        |
| Integrate 21st century skills                                                                                        | <input checked="" type="checkbox"/> |                                     |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | <input checked="" type="checkbox"/> |                                     |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | <input checked="" type="checkbox"/> |                                     |        |
| Are varied to address different student learning styles and preferences                                              | <input checked="" type="checkbox"/> |                                     |        |
| Are differentiated based on student needs                                                                            | <input checked="" type="checkbox"/> |                                     |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | <input checked="" type="checkbox"/> |                                     |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | <input checked="" type="checkbox"/> |                                     |        |
| Provide opportunities for student reflection and self- assessment                                                    | <input checked="" type="checkbox"/> |                                     |        |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           | <input checked="" type="checkbox"/> |                                     |        |

### Curriculum Design Template

|                      |                     |                     |                           |                    |              |
|----------------------|---------------------|---------------------|---------------------------|--------------------|--------------|
| <b>Content Area:</b> | English             | <b>Grade Level:</b> | 8                         | <b>Unit Title:</b> | What Matters |
| <b>Created:</b>      | Stephanie Hernandez |                     | <b>Board Approved on:</b> |                    |              |



### Unit Overview Template

**Content Area:** English      **Grade Level:** 8      **Unit Title:** Human Intelligence

**Unit Summary:** “Blue Nines and Red Words,” “The Nature of Knowledge”, and “Well-Known Savants Creative Writing”

**Primary Interdisciplinary Connections:** Psychology, Sociology

**21<sup>st</sup> Century Themes** ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy  
 ☑ Information Literacy ☐ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

**Unit Rationale:** To determine different types of intelligence.

#### **Career Readiness (Standard 9):**

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

### Learning Targets

**Standards:** RI.CR.8.1, RI.IT.8.3, RI.MF.8.6, W.WP.8.4, W.WR.8.5, W.SE.8.6, W.RW.8.7, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6, L.SS.8.1, L.VI.8.4.D, TECH.9.4.8.IML.7, TECH.9.4.8.IML.12, TECH.9.4.8.IML.14, TECH.9.4.8.TL.2, TECH.9.4.8.TL.3, TECH.9.4.8.TL.4, SEL.PK-12.3.1, SEL.PK-12.3.2, SEL.PK-12.3.3, SEL.PK-12.3.4

- Content Statements:**
- Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
  - 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.
  - 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.
  - 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.
  - 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.

- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

| <b>CPI#:</b> | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                         |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RI.CR.8.1    | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.                                                     |
| RI.IT.8.3    | Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.                                |
| RI.MF.8.6    | Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. |



|                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W.WP.8.4                                                                                                                                                                                                                                                                                                                                                                                                       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                        |
| W.WR.8.5                                                                                                                                                                                                                                                                                                                                                                                                       | 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.SE.8.6                                                                                                                                                                                                                                                                                                                                                                                                       | 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.RW.8.7                                                                                                                                                                                                                                                                                                                                                                                                       | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.                                                                                         |
| SL.PI.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.UM.8.5                                                                                                                                                                                                                                                                                                                                                                                                      | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.                                                                                                                                                       |
| SL.AS.8.6                                                                                                                                                                                                                                                                                                                                                                                                      | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                                                                                                                                                                     |
| L.SS.8.1                                                                                                                                                                                                                                                                                                                                                                                                       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                      |
| L.VI.8.4.D                                                                                                                                                                                                                                                                                                                                                                                                     | D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).                                                                                                                               |
| TECH.9.4.8.<br>TL.4                                                                                                                                                                                                                                                                                                                                                                                            | Synthesize and publish information about a local or global issue or event                                                                                                                                                                                                                   |
| TECH.9.4.8.<br>IML.12                                                                                                                                                                                                                                                                                                                                                                                          | Select appropriate tools to organize and present information digitally.                                                                                                                                                                                                                     |
| TECH.9.4.8.<br>IML.14                                                                                                                                                                                                                                                                                                                                                                                          | Gather data and digitally represent information to communicate a real-world problem                                                                                                                                                                                                         |
| TECH.9.4.8.<br>IML.7                                                                                                                                                                                                                                                                                                                                                                                           | Analyze the role of media in delivering cultural, political, and other societal messages.                                                                                                                                                                                                   |
| TECH.9.4.8.<br>TL.2                                                                                                                                                                                                                                                                                                                                                                                            | Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.                                                                                                                                                                          |
| TECH.9.4.8.<br>TL.3                                                                                                                                                                                                                                                                                                                                                                                            | Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose                                                                                                                                                                                       |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• In what different ways can people be intelligent?</li> <li>• What has happened to you so far as a result of the experiment, and what do you think might happen to you later?</li> <li>• Where does human intelligence come from?</li> <li>• How can human intelligence be revealed through other formats, such as poetry?</li> </ul> |                                                                                                                                                                                                                                                                                             |



**Unit Enduring Understandings:**

- Students will determine themes in a work of literature.
- Students will understand the meaning and usage of Latin prefixes and suffixes.
- Students will examine memoir and reflective writing.
- Students will analyze an infographic and discuss how it represents different methods of learning.
- Students will study poetic sound devices to determine their impact on the text.
- Students will use multiple presentation methods, including multimedia and interactivity.

**Unit Learning Targets:**

Students will...

- Read and analyze informative texts.
- Expand knowledge and use of academic and thematic vocabulary.
- Write an informative essay in which students examine a topic and convey ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

**Evidence of Learning**

**Summative Assessment:** Digital Presentation

**Equipment Needed:** Laptop, projector, teacher-generated materials

**Teacher Resources:**

- Poem assignment
- NoodleTools
- Relevant websites/articles

**Formative Assessments:**

- Selection Test
- Close Read margin notes
- Comprehension Checks
- Short research exercise
- Analyze the text exercise
- Analyze craft and structure exercises
- Concept vocabulary exercise
- Word Study exercise
- Conventions exercise
- Creative writing
- Group work
- Presentation
- Analyze the media exercise



### Lesson Plans

| Lesson                                   | Time Frame                       |
|------------------------------------------|----------------------------------|
| Lesson 1 from “Red Words and Blue Nines” | 4 days (42 minute class periods) |
| Lesson 2 The Nature of Knowledge         | 2 days (42 minute class periods) |
| Lesson 3 Creative Writing & Presentation | 5 days (42 minute class periods) |

**Teacher Notes:** Each of these sample lessons have been taken from the Pearson Realize myPerspectives Curriculum. Lessons can be modified at the teacher’s (general ed. or special ed.) discretion, to best meet students’ interests, performance ability, and/or applicable IEPs or 504 plans.

**Curriculum Development Resources/Technology Resources:**

*Click the links below to access additional resources used to design this unit:*

[What Color is Tuesday? Exploring Synesthesia \(Ted Talk\)](#)

[Stephen Wiltshire draws NYC for UBS – YouTube Video](#)

[Stephen Wiltshire's Singapore Panorama – YouTube Video](#)

[Multiple Intelligences Self-Assessment](#)

[David Letterman – Mathematics Genius Prodigy Daniel Tammet](#)

NoodleTools



### Lesson Plan 1 Template

Content Area: English      Lesson Title: “Blue Nines and Red Words”      Time Frame: 4 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☒ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☒ Creativity and Innovation    ☒ Critical Thinking and Problem Solving    ☒ Information Literacy  
☐ Life and Career Skills      ☒ Communication and Collaboration    ☒ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** Physiology

**Integration of Technology:** *myPerspectives* online resource, OnCourse, YouTube

**Equipment Needed:** laptops, *myPerspectives* textbook

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Assessment Tasks                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Define the term "human intelligence."</li> <li>Discuss the limits on the capacity of human memory.</li> <li>Define synesthesia.</li> <li>Explain how the author's experiences are an example of a kind of intelligence.</li> <li>Analyze the author's reflection of his experience with numbers.</li> <li>Examine Tammet's use of reflective writing to determine the central ideas of the memoir.</li> </ul> | Lesson Sequence<br><br>Day 1 <ul style="list-style-type: none"> <li>View two videos of savant, Stephen Wiltshire, and discuss the limits on the capacity of human memory.</li> <li>Review the syndrome, synesthesia, and speculate how it might affect one's life.</li> <li>Watch <a href="#">What Color is Tuesday? Exploring Synesthesia (Ted Talk)</a>. Take notes on at least three facts or anecdotes that interest you.</li> <li>Discuss video and notes.</li> </ul> | <ul style="list-style-type: none"> <li>Comprehension &amp; Skills packet</li> <li>Class participation</li> <li>Graphic organizer</li> <li>Turn &amp; Talk</li> </ul> |



|                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
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| <ul style="list-style-type: none"> <li>• Use knowledge of base words and the sentence context to help define concept vocabulary and utilize Word Study.</li> </ul> | <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read and annotate from “Blue Nines and Red Words.”</li> <li>• Complete the Comprehension Check.</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Close Read and Analyze the Text.</li> <li>• Complete Concept Vocabulary and Word Study exercises.</li> <li>• Complete a graphic organizer to examine Tammet’s use of reflective writing.</li> <li>• View David Letterman interview and compare perceptions of Tammet from text and media.</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Read a few excerpts from <i>A Mango-Shaped Space</i>.</li> <li>• Analyze the emotional impact of synesthesia on Mia.</li> <li>• Turn &amp; Talk: Based on the readings, how do you think synesthesia would have a different impact on children versus adults?</li> </ul> |  |
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**Differentiation:**

- The audio version of the story is available as a supplement.



- Students who need assistance with reading will be asked to read the excerpt in “chunks” to help them process what is happening.

**Resources Provided:**

- Excerpt from “Blue Nines and Red Words” Text & Audio
- Graphic organizer
- Comprehension and Skills packet
- YouTube videos



| Lesson Plan 2 Template                                                                                                                                                                                                                                                                                                                                                                                                                    |         |               |                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|-------------------------|
| Content Area:                                                                                                                                                                                                                                                                                                                                                                                                                             | English | Lesson Title: | The Nature of Knowledge |
|                                                                                                                                                                                                                                                                                                                                                                                                                                           |         | Time Frame:   | 4 days                  |
| Lesson Components                                                                                                                                                                                                                                                                                                                                                                                                                         |         |               |                         |
| <u><b>21<sup>st</sup> Century Themes</b></u>                                                                                                                                                                                                                                                                                                                                                                                              |         |               |                         |
| <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy                                                                                                                                                                                                              |         |               |                         |
| <u><b>21<sup>st</sup> Century Skills</b></u>                                                                                                                                                                                                                                                                                                                                                                                              |         |               |                         |
| <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Information Literacy<br><input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Media Literacy<br><input checked="" type="checkbox"/> ICT Literacy |         |               |                         |
| <b>Interdisciplinary Connections:</b><br><i>Psychology, Sociology</i>                                                                                                                                                                                                                                                                                                                                                                     |         |               |                         |
| <b>Integration of Technology:</b><br><i>myPerspectives</i> online resource, OnCourse                                                                                                                                                                                                                                                                                                                                                      |         |               |                         |
| <b>Equipment Needed:</b> Laptops                                                                                                                                                                                                                                                                                                                                                                                                          |         |               |                         |

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                           | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                             | Formative Assessment Tasks                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Compare and contrast excerpts from the novel and film versions of <i>Flowers for Algernon</i>.</li> <li>Consider how the use of first vs. third person point of view impacts the readers' perception of Charlie's experiment.</li> <li>Identify Prometheus in Greek mythology, and analyze his objectives and punishment.</li> </ul> | Lesson Sequence<br><br>Day 1 <ul style="list-style-type: none"> <li>Read the play script from <i>Flowers for Algernon</i> in Unit 4 of <i>myPerspectives</i>.</li> <li>Compare the excerpts from the novel and play using a T-Chart.</li> <li>Answer &amp; discuss the Comprehension Check questions in <i>myPerspectives</i>.</li> </ul> | <ul style="list-style-type: none"> <li>Comprehension Check questions</li> <li>T-Chart</li> <li>Mini Debates</li> <li>Four Corner Debate</li> <li>Think/Pair/Share</li> <li>Graphic Organizer</li> <li>Essay</li> </ul> |



|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
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| <ul style="list-style-type: none"> <li>• Debate whether or not Prometheus' punishment was justified.</li> <li>• Use close reading symbols to analyze an excerpt from <i>Frankenstein</i>.</li> <li>• Identify challenges faced by Frankenstein's monster.</li> <li>• Compare how <i>Flowers for Algernon</i>, "The Story of Prometheus," and <i>Frankenstein</i> share a common theme.</li> </ul> | <p>Day 2</p> <ul style="list-style-type: none"> <li>• Read "The Story of Prometheus."</li> <li>• Divide class into two roles: Zeus and Prometheus. Depending on the role assigned, list reasons either for or against providing fire for humans.</li> <li>• Form pairs consisting of both roles, and have them conduct mini-debates using their notes.</li> <li>• Create a four corner debate in which students strongly agree, agree, disagree, or strongly disagree with the following statement: Prometheus' punishment was justified.</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>• Watch two short clips from the film, <i>Frankenstein</i> ("It's Alive" and "Meet the Monster"). Provide plot overview, focusing on the misconception of Frankenstein's true identity.</li> <li>• Read an excerpt from Chapter 13 of <i>Frankenstein</i>. Annotate the passage using close reading symbols.</li> <li>• Discuss the passage based on close reading symbols.</li> </ul> |  |
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|                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>● Think/pair/share: What are some challenges that Frankenstein’s monster faces?</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Brainstorm common themes that are shared by <i>Flowers for Algernon</i>, “The Story of Prometheus”, and the excerpt from <i>Frankenstein</i>.</li> <li>● Select a theme and complete a graphic organizer, listing reasons and textual evidence from each text for support.</li> <li>● Write an essay analyzing how the theme relates to each text.</li> </ul> |  |
| <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Students will be encouraged to research additional Greek myths that feature good intentions met with severe consequences</li> <li>● The audio version of the story is available as a supplement</li> </ul>                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <p><b>Resources Provided:</b></p> <ul style="list-style-type: none"> <li>● <i>Flowers for Algernon</i> play script in <i>myPerspectives</i></li> <li>● <a href="#">"The Story of Prometheus"</a></li> <li>● YouTube clips from <i>Frankenstein</i> film (“It’s Alive!” and “Meet the Monster”)</li> <li>● <a href="#">Frankenstein--Chapter 13 excerpt</a></li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |



### Lesson Plan 3 Template

Content Area: English      Lesson Title: Well-Known Savants: Creative Writing      Time Frame: 5 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☒ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☒ Creativity and Innovation    ☒ Critical Thinking and Problem Solving    ☒ Information Literacy  
☐ Life and Career Skills      ☒ Communication and Collaboration    ☒ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** Social Studies, Psychology, Sociology

**Integration of Technology:** *myPerspectives* online resource, OnCourse, iMovie

**Equipment Needed:** laptops, *myPerspectives* textbook

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                  | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                          | Formative Assessment Tasks                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>Research one of the 25 well-known savants for information on their condition/syndrome and how it impacts their lives.</li> <li>Write a narrative poem that presents the different ways in which the savant is intelligent.</li> <li>Create a Bibliography Page.</li> <li>Locate images of savant and images to represent the ability and create an iMovie</li> </ul> | <p>Lesson Sequence</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>Review poetic elements such as rhyme scheme, alliteration, consonance, and assonance.</li> <li>Research the chosen savant using at least two reputable sources.</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>Compose a poem of at least 4 stanzas that features the following:</li> </ul> | <ul style="list-style-type: none"> <li>Brainstorming</li> <li>Pre-writing</li> <li>Bibliography</li> <li>iMovie</li> <li>Poem</li> </ul> |



|                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
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| <p>to accompany the presentation.</p>                                                                                                                                                              | <ul style="list-style-type: none"> <li>o The ability and how it is extraordinary.</li> <li>o How the ability shaped the person's life.</li> <li>o The age the person became aware of ability.</li> <li>o The percentage of the world affected by the condition.</li> <li>o Use of precise vocabulary.</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>● Finish composing the poem.</li> <li>● Using NoodleTools, create a Bibliography.</li> <li>● Gather images of the savant and images to represent the ability and his/her accomplishments.</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Create an iMovie to accompany the presentation.</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>● Present the poem and iMovie.</li> </ul> |  |
| <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Individual and small group writing conferences will be used to address writer's individual abilities and needs.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p><b>Resources Provided:</b></p> <ul style="list-style-type: none"> <li>● Poem assignment</li> <li>● NoodleTools</li> <li>● Relevant websites/articles</li> </ul>                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |



### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

| Lesson Activities                                                                                                    | Strongly                            | Moderately                          | Weakly |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | <input checked="" type="checkbox"/> |                                     |        |
| Allow for student choice                                                                                             | <input checked="" type="checkbox"/> |                                     |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          | <input checked="" type="checkbox"/> |                                     |        |
| Integrate global perspectives                                                                                        | <input checked="" type="checkbox"/> |                                     |        |
| Integrate 21st century skills                                                                                        |                                     | <input checked="" type="checkbox"/> |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | <input checked="" type="checkbox"/> |                                     |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | <input checked="" type="checkbox"/> |                                     |        |
| Are varied to address different student learning styles and preferences                                              | <input checked="" type="checkbox"/> |                                     |        |
| Are differentiated based on student needs                                                                            | <input checked="" type="checkbox"/> |                                     |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | <input checked="" type="checkbox"/> |                                     |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | <input checked="" type="checkbox"/> |                                     |        |
| Provide opportunities for student reflection and self- assessment                                                    |                                     | <input checked="" type="checkbox"/> |        |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           | <input checked="" type="checkbox"/> |                                     |        |

### Curriculum Design Template

|                      |                     |                           |   |                    |                    |
|----------------------|---------------------|---------------------------|---|--------------------|--------------------|
| <b>Content Area:</b> | English             | <b>Grade Level:</b>       | 8 | <b>Unit Title:</b> | Human Intelligence |
| <b>Created:</b>      | Stephanie Hernandez | <b>Board Approved on:</b> |   |                    |                    |



### Unit Overview Template

**Content Area:** English      **Grade Level:** 8      **Unit Title:** Invention

**Unit Summary:** “The Veldt,” “Science Fiction Writing”, “Uncle Marcos”

**Primary Interdisciplinary Connections:** Science

**21<sup>st</sup> Century Themes** ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy  
 ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

**Unit Rationale:** To determine if invention is more inspiration or perspiration

**Career Readiness (Standard 9):**

- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity and increase collaboration and communicate effectively.

### Learning Targets

**Standards:** RL.CR.8.1, RL.CI.8.2, RL.TS.8.4, RL.CR.8.10, RI.CR.8.1, RL.CI.8.2, RI.IT.8.3, W.IW.8.2, W.WP.8.4, W.RW.8.7, SL.PE.8.1, SL.PI.8.4, SL.AS.8.6, SEL.PK-12.4.1, SEL.PK-12.4.2, SEL.PK-12.4.3

**Content Statements:**

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,



organization, and analysis of content.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- Develop, implement and model effective problem-solving, and critical thinking skills.
- Identify the consequences associated with one's actions in order to make constructive choices.
- Evaluate personal, ethical, safety, and civic impact of decisions.

| <b>CPI#:</b> | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                            |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RL.CR.8.1    | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.                                                                                                                        |
| RL.CI.8.2    | Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                    |
| RL.TS.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.CR.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.CR.8.1    | Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.                                                                                                                        |
| RL.CI.8.2    | Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                    |
| RI.IT.8.3    | Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.                                                                                                   |
| W.IW.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.WP.8.4     | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. |



|                        |                                                                                                                                                                                                                                                      |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W.RW.8.7               | 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.PE.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.PI.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.AS.8.6              | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                                                                                                                              |
| TECH.9.4.8.<br>IML.1 - | Critically curate multiple resources to assess the credibility of sources when searching for information.                                                                                                                                            |
| TECH.9.4.8.<br>IML.7   | Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose                                                                                                                                                |
| TECH.9.4.8.<br>IML.12  | Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.                                                                                                                                   |
| TECH.9.4.8.<br>TL.3    | Select appropriate tools to organize and present information digitally.                                                                                                                                                                              |

**Unit Essential Questions:**

- Are inventions realized through inspiration or perspiration?
- What requirements must be met in order to say human flight is successful?
- What situations might encourage people to invent?

**Unit Enduring Understandings:**

- Students will understand how authors construct plot.
- Students will critically review their writing.
- Students will conduct short research to prepare for discussion.
- Students will study Latin suffixes and roots and Old English prefixes.
- Students will familiarize themselves with grammatical and punctuation rules.
- Students will understand the function of expository writing.
- Students will consider possible counterclaims to arguments.
- Students will analyze the tools and structures evident in biographical writing.
- Students will understand personification, simile, and metaphor.
- Students will consider how word choice affects tone.

**Unit Learning Targets:**

Students will...

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand knowledge and use of academic and thematic vocabulary.
- Write an argumentative essay in which they effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.



**SPRINGFIELD PUBLIC SCHOOLS**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

- Demonstrate command of the conventions of standard English grammar and usage, including combining sentences using gerunds and participles.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.



### Evidence of Learning

**Summative Assessment:** Unit Test / 1 day  
**Equipment Needed:** laptop, projector, teacher-generated materials  
**Teacher Resources:** *myPerspectives* textbook and online resource

**Formative Assessments:**

- Selection Test
- Close Read margin notes
- Comprehension Checks
- Short research exercise
- Analyze the text exercise
- Analyze craft and structure exercises
- Concept vocabulary exercise
- Word Study exercise
- Conventions exercise
- Argumentative writing
- Group work
- Debate
- Invention research and presentation
- Analyze the media exercise

### Lesson Plans

| Lesson                           | Time Frame |
|----------------------------------|------------|
| Lesson 1 “The Veldt”             | 3 days     |
| Lesson 2 Science Fiction Writing | 9 days     |
| Lesson 3 “Uncle Marcos”          | 5 days     |

**Teacher Notes:**

Lessons can be modified at the teacher’s (general ed. or special ed.) discretion, to best meet students’ interests, performance ability, and/or applicable IEPs or 504 plans.

**Curriculum Development Resources/Technology Resources:**

*Click the links below to access additional resources used to design this unit:*

[Socratic Seminar Guidelines](#)

[A Beginner’s Guide to Writing Science Fiction](#)



### Lesson Plan 1 Template

Content Area: English      Lesson Title: "The Veldt"      Time Frame: 3 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☒ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☒ Creativity and Innovation    ☒ Critical Thinking and Problem Solving    ☒ Information Literacy  
☒ Life and Career Skills      ☒ Communication and Collaboration    ☐ Media Literacy    ☐ ICT Literacy

**Interdisciplinary Connections:** Technology

**Integration of Technology:** laptops

**Equipment Needed:** laptops

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                       | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Formative Assessment Tasks                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Evaluate the "costs" of inviting technology into our lives.</li> <li>Analyze the characters' motivations and behavior in "The Veldt."</li> <li>Identify how the setting of "The Veldt" indicates that it is a science fiction short story.</li> <li>Analyze the author's message in regard to technology.</li> <li>Participate in a Socratic Seminar.</li> </ul> | Lesson Sequence<br><br>Day 1 <ul style="list-style-type: none"> <li>Turn &amp; Talk: Consider the Essential Question: At what cost do we invite technology into our lives?</li> <li>Read "The Veldt" (and listen to Leonard Nimoy recording).</li> <li>While students read, they should highlight evidence of futuristic technology.</li> </ul> Day 2 <ul style="list-style-type: none"> <li>Discuss the conclusion and the author's message regarding technology.</li> <li>Begin writing responses to Socratic Seminar questions.</li> </ul> Day 3 | <ul style="list-style-type: none"> <li>Turn &amp; Talk</li> <li>Close-read highlighting in "The Veldt"</li> <li>Responses &amp; textual evidence based on Socratic Seminar questions</li> <li>Participation in Socratic Seminar</li> <li>Self-Evaluation Google Form</li> </ul> |



- |  |                                                                                                                                                                                                                                    |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"><li>● Review the guidelines and grading policy for the Socratic Seminar.</li><li>● Conduct a Socratic Seminar.</li><li>● Students will complete a self-evaluation form on Google Form.</li></ul> |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Differentiation:**

- The audio version of the story is available as a supplement.
- Read Ray Bradbury's "There Will Come Soft Rains" as a comparison text.

**Resources Provided:**

- Copy of "The Veldt"
- Audio recording
- Socratic Seminar questions and guidelines



| Lesson Plan 2 Template                                                                                                                                                                                                                                                                                                                                                                                                      |         |               |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|----------------|
| Content Area:                                                                                                                                                                                                                                                                                                                                                                                                               | English | Lesson Title: | Sci-Fi Writing |
|                                                                                                                                                                                                                                                                                                                                                                                                                             |         | Time Frame:   | 9 days         |
| Lesson Components                                                                                                                                                                                                                                                                                                                                                                                                           |         |               |                |
| <u><b>21<sup>st</sup> Century Themes</b></u>                                                                                                                                                                                                                                                                                                                                                                                |         |               |                |
| <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy<br><input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy                                                                                                                                                                                                |         |               |                |
| <u><b>21<sup>st</sup> Century Skills</b></u>                                                                                                                                                                                                                                                                                                                                                                                |         |               |                |
| <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Information Literacy<br><input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> ICT Literacy |         |               |                |
| <b>Interdisciplinary Connections:</b> Technology                                                                                                                                                                                                                                                                                                                                                                            |         |               |                |
| <b>Integration of Technology:</b> <i>myPerspectives</i> online resource, iBook Author                                                                                                                                                                                                                                                                                                                                       |         |               |                |
| <b>Equipment Needed:</b> laptops, <i>myPerspectives</i> textbook                                                                                                                                                                                                                                                                                                                                                            |         |               |                |

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                              | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                | Formative Assessment Tasks                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Conduct research to learn about a science fiction topic.</li> <li>Implement research as a basis for pre-writing.</li> <li>Compose a brief summary of their story.</li> <li>Use sensory language to design a setting.</li> <li>Create a conflict that would exist in a science fiction world.</li> </ul> | Lesson Sequence<br><br>Day 1 <ul style="list-style-type: none"> <li>Students will complete initial research and pick a topic for their narrative.</li> <li>Students will use their initial research to begin pre-writing.</li> </ul> Day 2<br>Students will compose a brief summary of their story.<br><br>Days 3-5 <ul style="list-style-type: none"> <li>Students will compose their narrative.</li> </ul> | <ul style="list-style-type: none"> <li>Research</li> <li>Summary/Prewriting</li> <li>Narrative</li> <li>Peer Review</li> <li>iBook</li> </ul> |



|                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>● Outline how characters' personalities and attributes help them overcome their problems and challenges.</li> <li>● Use scientific terminology within their writing.</li> <li>● Create character profiles for the main characters.</li> <li>● Design an iBook.</li> </ul> | <p>Day 6</p> <ul style="list-style-type: none"> <li>● Students will peer edit the narratives using a rubric.</li> </ul> <p>Days 7-8</p> <ul style="list-style-type: none"> <li>● Students will import their stories into iBooks Author that includes a title page with a representative image.</li> <li>● Students will divide their story into sections and meaningfully title them.</li> <li>● Students will input a glossary, defining the science fiction terminology used in the story.</li> <li>● Students will add one widget to enhance the storytelling.</li> </ul> <p>Day 9</p> <p>Students will present their narratives and iBooks.</p> |  |
| <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Students who need assistance with research will be directed towards reputable websites.</li> <li>● Students are encouraged to explore content that interests them.</li> </ul>                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Resources Provided:</b></p> <ul style="list-style-type: none"> <li>● iBook How-To</li> <li>● Narrative Reminders</li> </ul>                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |



### Lesson Plan 3 Template

Content Area: English      Lesson Title: "Uncle Marcos"      Time Frame: 5 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

- ☒ Global Awareness    ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

- ☒ Creativity and Innovation    ☒ Critical Thinking and Problem Solving    ☐ Information Literacy  
☐ Life and Career Skills      ☒ Communication and Collaboration      ☐ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** Cultural Studies

**Integration of Technology:** *myPerspectives*, OnCourse

**Equipment Needed:** laptop, *myPerspectives* textbook

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                         | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Formative Assessment Tasks                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Define the term 'magical realism'.</li> <li>Annotate the text, making note of different inventions and tracking the evolution of the main characters, Marcos and Clara.</li> <li>Respond to basic comprehension questions.</li> <li>Identify descriptive details in the text and determine how they reveal character.</li> <li>Use textual evidence to explain characters' motivations.</li> </ul> | Lesson Sequence<br><br>Day 1 <ul style="list-style-type: none"> <li>Listen to an audio version of "Uncle Marcos."</li> <li>While reading, annotate and discuss the text by creating a timeline of Uncle Marcos's adventures.</li> </ul> Day 2 <ul style="list-style-type: none"> <li>In pairs, respond to basic comprehension questions.</li> <li>Identify descriptive details in the text and determine how they reveal character.</li> <li>Use textual evidence to explain characters'</li> </ul> | <ul style="list-style-type: none"> <li>Comprehension &amp; Skills Packet</li> <li>Graphic Organizer</li> <li>Participation</li> </ul> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>● Use context clues to determine concept vocabulary definitions, synonyms, &amp; parts of speech, and write an original sentence.</li> <li>● Understand the meaning of the suffix <i>-ity</i> and explain how it helps them understand the definition.</li> <li>● Review character terms: main character, character traits, flat, round, dynamic, &amp; static.</li> <li>● Use evidence from the text to evaluate characters' actions, reactions, and motivations.</li> </ul> | <p style="text-align: center;">motivations.</p> <ul style="list-style-type: none"> <li>● Point out contrasting elements and analyze their effect on the story.</li> </ul> <p style="text-align: center;">Day 3</p> <ul style="list-style-type: none"> <li>● Use context clues to determine concept vocabulary definitions, synonyms, &amp; parts of speech, and write an original sentence.</li> <li>● Understand the meaning of the suffix <i>-ity</i> and explain how it helps them understand the definition.</li> <li>● Review character terms: main character, character traits, flat, round, dynamic, &amp; static.</li> <li>● Use evidence from the text to evaluate characters' actions, reactions, and motivations.</li> </ul> |  |
| <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● The audio version of the story is available as a supplement</li> <li>● Students who need assistance with reading will be asked to read the excerpt in “chunks” to help them</li> </ul>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p><b>Resources Provided:</b></p> <ul style="list-style-type: none"> <li>● “Uncle Marcos” Text &amp; Audio</li> <li>● Comprehension &amp; Skills Packet</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |



### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

| Lesson Activities                                                                                                    | Strongly                            | Moderately                          | Weakly |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | <input checked="" type="checkbox"/> |                                     |        |
| Allow for student choice                                                                                             | <input checked="" type="checkbox"/> |                                     |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          | <input checked="" type="checkbox"/> |                                     |        |
| Integrate global perspectives                                                                                        | <input checked="" type="checkbox"/> |                                     |        |
| Integrate 21st century skills                                                                                        | <input checked="" type="checkbox"/> |                                     |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | <input checked="" type="checkbox"/> |                                     |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | <input checked="" type="checkbox"/> |                                     |        |
| Are varied to address different student learning styles and preferences                                              | <input checked="" type="checkbox"/> |                                     |        |
| Are differentiated based on student needs                                                                            |                                     | <input checked="" type="checkbox"/> |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | <input checked="" type="checkbox"/> |                                     |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | <input checked="" type="checkbox"/> |                                     |        |
| Provide opportunities for student reflection and self- assessment                                                    |                                     | <input checked="" type="checkbox"/> |        |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           | <input checked="" type="checkbox"/> |                                     |        |

### Curriculum Design Template

|                      |                     |                     |                           |                    |                    |
|----------------------|---------------------|---------------------|---------------------------|--------------------|--------------------|
| <b>Content Area:</b> | English             | <b>Grade Level:</b> | 8                         | <b>Unit Title:</b> | Human Intelligence |
| <b>Created:</b>      | Stephanie Hernandez |                     | <b>Board Approved on:</b> |                    |                    |



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS

### **IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:**

Large print textbooks  
Textbooks for at-home use  
Additional time for assignments  
Review of directions  
Use of mnemonics  
Have student restate information  
Concrete examples  
Adaptive writing utensils  
Support auditory presentations with visuals  
Use of a study carrel  
Assistance in maintaining uncluttered space  
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)  
Space for movement or breaks  
Study sheets and teacher outlines  
Extra visual and verbal cues and prompts  
Math sheets with highlighted instructions  
Graph paper to assist in organizing or lining up math problems  
Use of computers and calculators  
Books on tape  
Graphic organizers  
Quiet corner or room to calm down and relax when anxious  
Preferential seating  
Alteration of the classroom arrangement  
Reduction of distractions  
Answers to be dictated  
Hands-on activities  
Use of manipulatives  
No penalty for spelling errors or sloppy handwriting  
Follow a routine/schedule  
Alternate quiet and active time  
Teach time management skills  
Rest breaks  
Verbal and visual cues regarding directions and staying on task  
Agenda book and checklists  
Adjusted assignment timelines  
Visual daily schedule



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Varied reinforcement procedures  
Immediate feedback  
Work-in-progress check  
Personalized examples

### **TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:**

Answers to be dictated  
Frequent rest breaks  
Additional time  
Oral testing  
Untimed tests  
Choice of test format (multiple-choice, essay, true-false)  
Alternate ways to evaluate (projects or oral presentations instead of written tests)  
Accept short answers  
Open-book tests  
Read test and directions to student  
Provide study outline prior to tests  
Highlight key directions  
Test in alternative site  
Use of calculator  
Extra credit option  
Preview test procedures  
Simplified test wording; rephrased test questions and/or directions

### **GENERAL ACCOMMODATIONS AND MODIFICATIONS:**

Use of alternative books or materials on the topic being studied  
Computerized spell-check support  
Word bank of choices for answers to test questions  
Provision of calculator and/or number line for math tests  
Reworded questions in simpler language  
Projects instead of written reports  
Highlighting important words or phrases in reading assignments  
Modified workload or length of assignments/tests  
Modified time demands  
Modified grades based on IEP

### **BEHAVIOR ACCOMMODATIONS MODIFICATIONS:**



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Breaks between tasks  
Cue expected behavior  
Daily feedback to student  
Have contingency plans  
Use de-escalating strategies  
Use positive reinforcement  
Use proximity/touch control  
Use peer supports and mentoring  
Model expected behavior by adults  
Have parent sign homework  
Have parent sign behavior chart  
Set and post class rules  
Chart progress and maintain data



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS

### **IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:**

Large print textbooks  
Textbooks for at-home use  
Additional time for assignments  
A locker with adapted lock  
Review of directions  
Review sessions  
Use of mnemonics  
Have student restate information  
Provision of notes or outlines  
Concrete examples  
Adaptive writing utensils  
Support auditory presentations with visuals  
Weekly or bi-weekly home-school communication  
Space for movement or breaks  
Study sheets and teacher outlines  
Extra visual and verbal cues and prompts  
Lab and math sheets with highlighted instructions  
Graph paper to assist in organizing or lining up math problems  
Use of tape recorder for lectures  
Use of Interactive notebook  
Use of a scribe  
Use of computers and calculators  
Books on tape  
Graphic organizers  
Quiet corner or room to calm down and relax when anxious  
Preferential seating  
Alteration of the classroom arrangement  
Reduction of distractions  
Answers to be dictated  
Hands-on activities  
Ability to type all assignments  
Follow a routine/schedule  
Teach time management and organizational skills  
Rest breaks  
Verbal and visual cues regarding directions and staying on task  
Agenda book and checklists  
Daily check-in with case manager or special education teacher  
Adjusted assignment timelines  
Visual daily schedule



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Varied reinforcement procedures  
Immediate feedback  
Work-in-progress check  
Personalized examples

### **TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:**

Answers to be dictated  
Frequent rest breaks  
Additional time  
Oral testing  
Choice of test format (multiple-choice, essay, true-false)  
Alternate ways to evaluate (projects or oral presentations instead of written tests)  
Accept short answers  
Open-book or open-note tests  
Read test and directions to student  
Provide study guides prior to tests  
Highlight key directions  
Test in alternative site  
Use of calculator  
Extra credit option  
Pace long-term projects  
Preview test procedures  
Simplified test wording; rephrased test questions and/or directions

### **GENERAL ACCOMMODATIONS AND MODIFICATIONS:**

Allow outlining, instead of writing for an essay or major project  
Use of alternative books or materials on the topic being studied  
Computerized spell-check support  
Word bank of choices for answers to test questions  
Provision of calculator for math tests  
Film or video supplements in place of reading text  
Reworded questions in simpler language  
Projects instead of written reports  
Highlighting important words or phrases in reading assignments  
Modified workload or length of assignments/tests  
Modified time demands



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Pass/no pass option  
Modified grades based on IEP

### **BEHAVIOR ACCOMMODATIONS FOR STUDENTS:**

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS

### Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

## **What Does the Gifted and Talented Experience Look Like?** *Springfield Public Schools*

### **Mission Statement**

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

## Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

*Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)*

### **Early Childhood Center** **Edward V. Walton**

#### Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

#### Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

### **Elementary Schools** **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

#### Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

#### Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

### *Strategies and Practices that Support Gifted and Talented Students*

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

### Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

### Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

### Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

**Secondary Schools**  
**Florence M. Gaudineer Middle School**  
**Jonathan Dayton High School**

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

**Gifted and Talented Identification Criteria**

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

**Multiple Measures of Eligibility**

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

*According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.*

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

*The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.*

#### Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

### Gifted and Talented Program Identification Matrix

**Minimum Score Required for Consideration: 14 Points**

| <b>1 Point</b>                                              | <b>2 Points</b>                                   | <b>3 Points</b>                                             |
|-------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------|
| Cogat Assessment<br>Overall Stanine Score of a 7            | Cogat Assessment<br>Overall Stanine Score of an 8 | Cogat Assessment<br>Overall Stanine Score of a 9            |
| iReady Math Assessment<br>Just Below Current Grade<br>Level | iReady Math Assessment<br>On Grade Level          | iReady Math Assessment<br>½ Year + Above Current<br>Level   |
| iReady ELA<br>On Grade Level                                | iReady ELA<br>½ Year Above Current Level          | iReady ELA<br>One Full Grade Level +<br>Above Current Level |
| NJSLA Math<br>Approaching Expectations                      | NJSLA Math<br>Met Expectations                    | NJSLA Math<br>Exceed Expectations                           |
| NJSLA ELA<br>Approaching Expectations                       | NJSLA ELA<br>Met Expectations                     | NJSLA ELA<br>Exceed Expectations                            |
| HOPE Teacher Rating Scale<br>Raw Score: 11 - 29             | HOPE Teacher Rating Scale<br>Raw Score: 30 - 49   | HOPE Teacher Rating Scale<br>Raw Score: 50-66               |

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

#### Resource Links

[https://riversideinsights.com/cognitive\\_abilities\\_test](https://riversideinsights.com/cognitive_abilities_test)

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, [www.nagc.org](http://www.nagc.org)).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

## **Supplemental Resources/Programming for Gifted Students**

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

*Math/ELA*

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

*STEM*

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

### Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.