

Crest Memorial School Curriculum and Pacing Guide	
Grade: 8th	Subject Area: Literature
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

COPY AND PASTE MISSION/VISION STATEMENTS FROM NJ DOE SUBJECT AREA GUIDES TO REPLACE WHAT'S ABOVE

Integration of Technology

When adding technology integration, you have to include specific standards from the NJ DOE. Here less is more. Choose one or two standards that are a central part of the learning experience. See: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

21st Century Skills

Here again, less is more. Choose one or two standards that are a central part of the learning experience. See: https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

Career Education

Here again, less is more. Choose one or two standards that are a central part of the learning experience. See: <https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf>

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Interdisciplinary Connection

1. Standard 6.1.8.HistoryUP.4.b

Analyze how the actions and policies of the Nazi regime violated human rights and led to the Holocaust.

- Application to *Prisoner B-3087*: This standard directly connects to the novel's depiction of Yanek's experiences during the Holocaust.

Students can analyze how the policies and actions of the Nazis systematically dehumanized and oppressed individuals, using textual evidence to explore the broader historical context of these events.

2. Standard 6.1.8.CivicsPI.4.b

Describe how the actions of individuals and groups can have a lasting impact on society and global events.

- Application to *Prisoner B-3087*: This standard is relevant when discussing the resilience of Holocaust survivors like Yanek and the efforts of individuals and groups (e.g., resistance movements, allies) who fought against oppression. Students can evaluate how acts of courage and survival contributed to historical memory and education about the Holocaust.

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Use graphic organizers to categorize and organize information ● Highlight and define important vocabulary ● Read quizzes aloud ● Provide sentence frames or sentence stems ● Create a word map
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices

Gifted and Talented	<ul style="list-style-type: none"> ● Ask students higher level questions ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504 accommodations ● Allow verbalization before writing ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● MAP testing
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects Rubrics

Pacing Guide	
Unit Title	Number of days
The Maze Runner	40
The Pigman	30
Prisoner B-3087	40
The Giver	35

Speak	30
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Unit Learning Goals

The Maze Runner

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Textbook • Online benchmark assessment resource 	<ul style="list-style-type: none"> • Topic-focused webquests • Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to The Maze Runner - Students will analyze the title, cover, and back blurb to make predictions about the plot, themes, and characters.	NJSLS RL.8.1, SL.8.1	1. Book Walk: Examine the title, cover, and back blurb, noting predictions. 2. Class Discussion: Brainstorm potential themes and challenges based on first impressions.
Day 2: Understanding the World of the Glade (Chapters 1–2) - Students will analyze how the setting contributes to the characters' sense of isolation and confusion.	NJSLS RL.8.3	1. Close Reading: Annotate descriptions of the Glade, focusing on mood and setting details. 2. Graphic Organizer: Create a visual map of the Glade, incorporating text-based evidence.
Day 3: First Impressions of Thomas (Chapters 3–4) - Students will analyze Thomas's initial reactions to the Glade and what they reveal about his character.	NJSLS RL.8.1, RL.8.3	1. Character Tracker: Note Thomas's traits, actions, and dialogue that reveal his personality. 2. Quick Write: Reflect on how one might feel waking up in a mysterious environment.
Day 4: Introducing the Maze and the Runners (Chapters 5–6) - Students will analyze how Dashner builds suspense through the introduction of the Maze and the Runners.	NJSLS RL.8.3, RL.8.5	1. Suspense Tracker: Identify text elements (e.g., word choice, pacing) that create tension. 2. Class Discussion: Discuss the significance of the Maze to the Gladers' survival.
Day 5: Rules and Order in the Glade (Chapters 7–8) - Students will evaluate how rules and structure in the Glade reflect the need for order	NJSLS RL.8.2	1. T-Chart Activity: Compare and contrast Glader rules with those of a real-world society. 2. Theme Tracker: Begin tracking examples of order vs. chaos in the story.

and survival.		
Day 6: The Arrival of Teresa (Chapters 9–10) - Students will analyze Teresa’s arrival and its impact on the Gladers.	NJSLS RL.8.1, RL.8.3	1. Character Web: Note details about Teresa and her interactions with Thomas. 2. Quick Write: Predict how Teresa’s arrival might change the dynamics of the Glade.
Day 7: Exploring Fear in the Glade (Chapters 11–12) - Students will analyze how the author conveys fear and tension through descriptive language.	NJSLS RL.8.4	1. Language Analysis: Annotate passages describing the Grievers and their effect on the Gladers. 2. Group Discussion: How does fear shape the Gladers’ actions and choices?
Day 8: Building Relationships (Chapters 13–14) - Students will examine the evolving relationships between Thomas, Newt, and Minho.	NJSLS RL.8.3, RL.8.6	1. Character Tracker Update: Add details on relationships and how they develop. 2. Small Group Activity: Discuss how trust is built among the Gladers.
Day 9: Symbols of Hope (Chapters 15–16) - Students will analyze symbols in the Glade that represent hope and survival.	NJSLS RL.8.4	1. Symbolism Tracker: Identify symbols (e.g., the Maze, the sun) and their meanings. 2. Creative Writing: Describe a symbol of hope in their own life.
Day 10: Quiz and Review - Students will review key events, characters, and themes from Chapters 1–16.	NJSLS RL.8.1, RL.8.2	1. Review Game: Play a Kahoot or Jeopardy-style review game. 2. Quiz: Assess comprehension with short-answer and multiple-choice questions.
Day 11: The Maze's Mysteries Deepen (Chapters 17–18) - Students will analyze how the Maze’s challenges affect the Gladers’ mental and physical endurance.	NJSLS RL.8.3	1. Conflict Chart: Track internal and external conflicts caused by the Maze. 2. Class Discussion: How does the Maze reflect the Gladers’ fears?
Day 12: Teresa and Thomas's Connection (Chapters 19–20) - Students will analyze the mysterious connection between Teresa and Thomas and how it drives the plot.	NJSLS RL.8.6	1. Partner Activity: Analyze dialogue and actions that reveal their connection. 2. Quick Write: Predict how their relationship might impact the Gladers’ fate.
Day 13: The Code (Chapters 21–22) - Students will examine the role of puzzles and codes in advancing the plot.	NJSLS RL.8.5	1. Code Tracker: Record clues and discuss their significance. 2. Group Work: Collaboratively attempt to decode a mystery related to the Maze.
Day 14: Exploring Sacrifice (Chapters 23–24) - Students will explore the theme of sacrifice and its role in building tension.	NJSLS RL.8.2	1. Theme Tracker Update: Add examples of sacrifice and their consequences. 2. Class Debate: Is sacrifice always necessary for survival?
Day 15: Quiz and Reflection - Students will review and reflect on the characters’ decisions and themes from Chapters 17–24.	NJSLS RL.8.1, RL.8.3	1. Quiz: Test comprehension with a mix of open-ended and multiple-choice questions. 2. Reflection Activity: Write about the hardest decision a Glader has faced so far.
Day 16: Minho and Thomas’s Leadership	NJSLS RL.8.3	1. Leadership Tracker: Note decisions made by Minho and

(Chapters 25–26) - Students will analyze Minho and Thomas's actions as emerging leaders in the Glade.		Thomas and their outcomes. 2. Class Discussion: What traits make an effective leader in high-pressure situations?
Day 17: The Changing Role of the Grievors (Chapters 27–28) - Students will analyze the evolving threat of the Grievors and their impact on the Gladers' morale.	NJSLS RL.8.1, RL.8.3	1. Conflict Analysis Chart: Record interactions with the Grievors and their effects. 2. Small Group Activity: Debate how the Gladers should handle the Griever threat.
Day 18: The Idea of Memory and Identity (Chapters 29–30) - Students will evaluate how the loss of memory shapes the Gladers' identities and decisions.	NJSLS RL.8.6	1. Journal Prompt: Reflect on how memory shapes personal identity. 2. Class Discussion: How does the lack of memory affect group dynamics in the Glade?
Day 19: Discovering the Maps (Chapters 31–32) - Students will analyze the importance of the maps and their potential role in solving the Maze.	NJSLS RL.8.5	1. Close Reading: Annotate descriptions of the maps and their significance. 2. Map Activity: Collaboratively create a map of key areas in the Glade and Maze.
Day 20: Midpoint Review and Quiz - Students will review key events, themes, and character developments from Chapters 25–32.	NJSLS RL.8.1, RL.8.2	1. Review Game: Play a Jeopardy-style game to review major plot points and themes. 2. Quiz: Test comprehension with a mix of multiple-choice and short-answer questions.
Day 21: The Maze's Patterns (Chapters 33–34) - Students will analyze how the patterns in the Maze contribute to the mystery and plot progression.	NJSLS RL.8.3	1. Pattern Analysis Chart: Track clues from the Maze's patterns. 2. Group Problem-Solving: Attempt to decode a mystery related to the patterns.
Day 22: Teresa's Warnings (Chapters 35–36) - Students will evaluate Teresa's cryptic warnings and their effect on the Gladers.	NJSLS RL.8.6	1. Dialogue Analysis: Annotate key conversations involving Teresa's warnings. 2. Quick Write: Predict the implications of Teresa's messages for the Gladers' future.
Day 23: The Role of Hope (Chapters 37–38) - Students will explore how hope and despair influence the Gladers' decisions.	NJSLS RL.8.2	1. Theme Tracker Update: Add examples of hope and despair in recent chapters. 2. Class Discussion: How does hope motivate the Gladers, and when does despair hinder them?
Day 24: Conflict Escalates (Chapters 39–40) - Students will analyze how rising conflicts drive the Gladers toward a final resolution.	NJSLS RL.8.3, RL.8.5	1. Conflict Chart Update: Track key conflicts and their escalation. 2. Class Debate: What is the best course of action for the Gladers to survive?
Day 25: Quiz and Reflection - Students will reflect on the characters' decisions and analyze major plot developments from Chapters 33–40.	NJSLS RL.8.1, RL.8.3	1. Quiz: Assess comprehension of key events, themes, and character development. 2. Reflection Writing: Write about a pivotal moment that shifted the Gladers' strategy.
Day 26: The Final Code (Chapters 41–42) - Students will evaluate how the discovery of the	NJSLS RL.8.5	1. Code Analysis: Annotate passages where the final code is revealed. 2. Group Work: Discuss how the Gladers might use the

final code changes the Gladers' approach.		code to escape.
Day 27: Preparing for the Escape (Chapters 43–44) - Students will analyze the preparation for the escape and its impact on group dynamics.	NJSLS RL.8.3	1. Conflict and Resolution Tracker: Note preparations and decisions leading up to the escape. 2. Small Group Discussion: How do leadership and teamwork play a role in the plan?
Day 28: Facing the Grievors (Chapters 45–46) - Students will evaluate how the Gladers confront their fears and work together in the face of danger.	NJSLS RL.8.1, RL.8.2	1. Close Reading: Annotate passages describing the confrontation with the Grievors. 2. Creative Writing: Write a first-person account of a Glader during the final confrontation.
Day 29: Discovering the Truth (Chapters 47–48) - Students will analyze the revelation of the Maze's purpose and its implications for the characters.	NJSLS RL.8.3, RL.8.6	1. Class Discussion: How does the revelation reshape the Gladers' understanding of their experiences? 2. Theme Tracker: Add examples of betrayal and control.
Day 30: Culminating Reflection on Climax and Themes - Students will reflect on how the climax resolves key themes and conflicts.	NJSLS RL.8.2, RL.8.5	1. Theme Tracker Completion: Review and finalize themes of survival, sacrifice, and hope. 2. Reflection Essay: Write about how the Gladers' journey resonates with real-life challenges.
Day 31: The Aftermath of Escape (Chapters 49–50) - Students will evaluate how the Gladers cope with the aftermath of their escape and their shifting understanding of the outside world.	NJSLS RL.8.1, RL.8.3	1. Character Reflection Chart: Note emotional and psychological changes in key characters. 2. Quick Write: Imagine how a Glader might react to the outside world after experiencing the Maze.
Day 32: Themes of Control and Freedom (Chapters 51–52) - Students will analyze how the resolution of the novel addresses the themes of control and freedom.	NJSLS RL.8.2	1. Theme Tracker Update: Add examples of how freedom is both gained and limited. 2. Group Discussion: Debate whether the Gladers are truly free after escaping the Maze.
Day 33: The Role of Memory and Identity Revisited (Chapters 53–54) - Students will reflect on how memory and identity shape the Gladers' choices in the final chapters.	NJSLS RL.8.4	1. Journal Prompt: Write about how memories influence personal decisions and relationships. 2. Class Discussion: How do the Gladers begin to rebuild their sense of self?
Day 34: Revisiting the Author's Craft - Students will analyze Dashner's use of suspense, pacing, and foreshadowing throughout the novel.	NJSLS RL.8.4, RL.8.5	1. Author's Toolbox: Annotate passages that showcase effective literary techniques. 2. Creative Writing: Write a suspenseful short scene inspired by the Maze's style.
Day 35: Review and Preparation for Final Assessment - Students will review key events, themes, and characters in preparation for a final assessment.	NJSLS RL.8.1, RL.8.2	1. Review Game: Play a Kahoot or team-based quiz competition. 2. Graphic Organizer: Create a "Journey Map" summarizing the Gladers' progression from the beginning to the end of the novel.
Day 36: Culminating Project Introduction -	NJSLS SL.8.4, W.8.1	1. Project Proposal: Choose from options such as a thematic

Students will synthesize their understanding of the novel by planning a creative or analytical project.		essay, character analysis, visual representation (e.g., a timeline or diorama), or multimedia presentation. 2. Planning Workshop: Create outlines or storyboards for their chosen projects.
Day 37: Work Day 1: Analytical Projects - Students will develop their analytical or argumentative projects with teacher support.	NJSLS W.8.4, W.8.5	1. Drafting Workshop: Begin drafting essays or building presentations. 2. Peer Review: Pair up to give feedback on progress.
Day 38: Work Day 2: Creative Projects - Students will craft creative projects that showcase their interpretation of the novel.	NJSLS W.8.3, W.8.5	1. Creative Writing Workshop: Develop alternative endings, journal entries, or dialogues for Gladers. 2. Artistic Session: Build dioramas, posters, or symbolic artwork to represent themes.
Day 39: Project Presentations (Part 1) - Students will present their projects, explaining their interpretations of key themes and events.	NJSLS SL.8.4, SL.8.5	1. Project Presentations: Half the class presents their projects to peers. 2. Peer Feedback: Provide positive and constructive feedback using a rubric.
Day 40: Project Presentations (Part 2) and Reflection - Students will share their work and reflect on their learning throughout the unit.	NJSLS SL.8.4, W.8.10	1. Remaining Presentations: Finish class presentations. 2. Reflection Writing: Write a final journal entry on what they learned about teamwork, survival, and leadership through The Maze Runner. 3. Class Celebration: Host a brief celebration to wrap up the unit.

Inclusive concepts

1. Fostering Collaboration and Teamwork

- Emphasize the importance of collaboration and collective problem-solving as demonstrated by the Gladers. Use activities like group discussions, cooperative projects, and team-based problem-solving exercises to highlight the value of diverse perspectives and contributions. This approach fosters an inclusive classroom environment where every student's ideas and strengths are valued.

2. Exploring Identity and Resilience

- Utilize the characters' struggles with memory loss and identity in the novel to encourage students to reflect on their own sense of self and resilience. Provide opportunities for students to share their personal experiences, aspirations, and challenges in a supportive setting. Journaling, creative writing, and discussions can help students connect their personal journeys to the characters' growth, promoting empathy and self-awareness.

Unit Learning Goals

The Pigman

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Introduction to the Novel - Students will analyze the title, cover, and back blurb of The Pigman to predict themes and characters.	NJSLs RL.8.1, SL.8.1	1. Book Walk: Examine the title, cover, and blurb, writing predictions about themes, tone, and plot. 2. Class Discussion: Share predictions and discuss how generational and social themes might influence the story.
Day 2: Understanding Dual Narration (Chapters 1–2) - Students will analyze how the dual narration of John and Lorraine affects the story's tone and reader's understanding.	NJSLs RL.8.3, RL.8.6	1. Narrator Comparison Chart: Compare and contrast John's and Lorraine's perspectives using textual evidence. 2. Quick Write: Reflect on how having two narrators shapes the reader's perception of events.
Day 3: Themes of Loneliness and Friendship (Chapters 3–4) - Students will identify themes of loneliness and friendship and discuss their role in the characters' lives.	NJSLs RL.8.2	1. Theme Tracker: Begin a tracker for examples of loneliness and friendship throughout the novel. 2. Small Group Discussion: How do John and Lorraine's interactions reflect their need for connection?
Day 4: Analyzing Characterization of Mr. Pignati (Chapters 5–6) - Students will analyze Mr. Pignati's actions and dialogue to understand his character and role in the story.	NJSLs RL.8.3	1. Character Web: Identify traits, actions, and dialogue that define Mr. Pignati's character. 2. Class Discussion: How does Mr. Pignati's kindness contrast with John and Lorraine's initial attitudes?
Day 5: Quiz and Reflection - Students will review key events, themes, and character developments from Chapters 1–6.	NJSLs RL.8.1, RL.8.2	1. Review Game: Use a team-based trivia game to recap important details. 2. Quiz: Administer a comprehension quiz on Chapters 1–6.
Day 6: Exploring Generational Differences (Chapters 7–8) - Students will analyze how the relationship between the teenagers and Mr. Pignati reflects generational differences.	NJSLs RL.8.2, RL.8.3	1. T-Chart Activity: Compare and contrast the perspectives of John, Lorraine, and Mr. Pignati. 2. Class Discussion: How do generational differences create tension and connection?
Day 7: Humor and Tragedy in Dual Narration	NJSLs RL.8.6	1. Passage Analysis: Annotate humorous and tragic moments,

(Chapters 9–10) - Students will evaluate how humor and tragedy are balanced through John’s and Lorraine’s narrations.		noting how each narrator conveys tone. 2. Quick Write: Reflect on how humor and tragedy make the story relatable and impactful.
Day 8: The Role of Symbols – The Pig Collection (Chapters 11–12) - Students will analyze the symbolism of Mr. Pignati’s pig collection and its connection to themes of loss and memory.	NJSLS RL.8.4	1. Symbolism Chart: Track instances of the pig collection and discuss their significance. 2. Creative Writing: Write about a personal object that holds symbolic meaning.
Day 9: Building Tension and Foreshadowing (Chapters 13–14) - Students will identify examples of foreshadowing and evaluate how they build tension in the story.	NJSLS RL.8.5	1. Foreshadowing Chart: Record and discuss moments that hint at future events. 2. Group Discussion: How does foreshadowing shape the reader’s expectations?
Day 10: Midpoint Review and Reflection - Students will reflect on key events, characters, and themes from Chapters 1–14.	NJSLS RL.8.1, RL.8.2	1. Theme Tracker Update: Review and discuss recurring themes in the novel. 2. Reflection Writing: Write about a moment that resonated with them and why.
Day 11: Escalating Conflict (Chapters 15–16) - Students will analyze how conflict between characters escalates and drives the plot forward.	NJSLS RL.8.3	1. Conflict Tracker: Record conflicts and their effects on character relationships. 2. Class Debate: Who is most responsible for the rising tension, and why?
Day 12: Exploring Responsibility and Consequences (Chapters 17–18) - Students will evaluate how the characters take responsibility for their actions and face consequences.	NJSLS RL.8.2	1. Character Reflection Chart: Note how John and Lorraine’s choices affect others. 2. Quick Write: Reflect on a time when they faced consequences for their actions.
Day 13: The Climax and Emotional Impact (Chapters 19–20) - Students will analyze how the climax of the story resolves key conflicts and affects the characters.	NJSLS RL.8.5	1. Close Reading: Annotate passages from the climax, focusing on emotional impact. 2. Group Discussion: How do the characters change after the climax?
Day 14: Themes of Loss and Forgiveness (Chapters 21–22) - Students will analyze how the themes of loss and forgiveness are developed in the resolution.	NJSLS RL.8.2	1. Theme Tracker Update: Add evidence of loss and forgiveness to the tracker. 2. Journal Entry: Write about a time they forgave someone or dealt with loss.
Day 15: Quiz and Reflection - Students will review major events, themes, and character developments from Chapters 15–22.	NJSLS RL.8.1, RL.8.2	1. Quiz: Assess comprehension with multiple-choice and short-answer questions. 2. Reflection Activity: Write about how the climax shaped their understanding of the story.
Day 16: Revisiting Themes of Generational Connection - Students will reflect on how the relationship between John, Lorraine, and Mr.	NJSLS RL.8.2	1. Class Discussion: How does the novel highlight the importance of intergenerational relationships? 2. Creative Writing: Write a letter from John or Lorraine to Mr. Pignati, reflecting on their time

Pignati conveys universal themes of connection.		together.
Day 17: The Role of Setting in Character Development - Students will analyze how the suburban setting shapes the characters' experiences.	NJSLS RL.8.3	1. Setting Analysis: Annotate descriptions of key settings and their effects on the story. 2. Quick Write: Reflect on how setting influences their own life.
Days 18–21: Final Project Work Days - Students will create a culminating project that synthesizes their understanding of the novel.	NJSLS W.8.4, SL.8.4	1. Choice Board: Options include a thematic essay, character analysis, multimedia presentation, or creative reimagining of a scene. 2. Drafting and Feedback: Peer and teacher reviews to refine projects.
Day 22: Project Presentations (Part 1) - Students will present their final projects to the class, explaining their insights.	NJSLS SL.8.4	1. Presentations: Half the class shares their projects. 2. Peer Feedback: Provide constructive and positive feedback on presentations.
Day 23: Project Presentations (Part 2) - Students will present their final projects to the class, explaining their insights.	NJSLS SL.8.4	1. Presentations: The remaining half of the class shares their projects. 2. Class Discussion: Reflect on common themes and insights from the presentations.
Day 24: Final Reflection on the Novel - Students will reflect on their learning and the novel's impact.	NJSLS W.8.10, SL.8.1	1. Journal Writing: Reflect on what they learned about friendship, responsibility, and generational connection. 2. Class Celebration: Share favorite moments and lessons from the unit.
Day 25: Unit Wrap-Up and Evaluation - Students will evaluate their personal growth and understanding of the novel.	NJSLS W.8.10	1. Self-Assessment: Complete a reflection on their participation and learning during the unit. 2. Class Discussion: Revisit key themes and discuss how The Pigman connects to real-life experiences.

Inclusive concepts

1. Fostering Empathy Across Generations

- Through the relationship between John, Lorraine, and Mr. Pignati, students explore themes of intergenerational connection and understanding. Discussions and reflective activities encourage students to consider the perspectives of older generations, fostering empathy and respect for diverse life experiences. This inclusive concept helps students relate to individuals from different age groups and recognize the value of shared connections.

2. Promoting Social and Emotional Growth

- The novel's themes of friendship, loss, and responsibility provide opportunities for students to reflect on their own relationships and

emotional growth. Activities such as journaling and group discussions help students process these themes in a safe and supportive environment, encouraging self-awareness and empathy toward peers with different life experiences and emotional challenges.

Unit Learning Goals

Prisoner B-3087

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Introduction to the Novel Learning Target:- Students will analyze the title, cover, and blurb of Prisoner B-3087 to predict themes and understand its historical context.</p>	<p>NJSLS RL.8.1, SL.8.1</p>	<p>1. Book Walk: Examine the cover, title, and blurb, making predictions about the story’s themes and setting. 2. Class Discussion: Share predictions and brainstorm prior knowledge about the Holocaust and World War II.</p>
<p>Day 2: Exploring Historical Background Learning Target:- Students will explore the historical context of the Holocaust to understand the novel’s setting.</p>	<p>NJSLS RI.8.1, RI.8.3</p>	<p>1. Mini-Lecture with Visual Aids: Provide an overview of the Holocaust using maps, images, and timelines. 2. KWL Chart: Document what they Know, Want to know, and have Learned about the Holocaust.</p>
<p>Day 3: Meeting Yanek and Setting the Stage (Chapters 1–2) Learning Target:- Students will analyze Yanek’s perspective and how his life changes as Kraków becomes occupied.</p>	<p>NJSLS RL.8.3</p>	<p>1. Character Analysis: Create a chart documenting Yanek’s traits, actions, and challenges. 2. Close Reading: Annotate passages describing Yanek’s neighborhood and the Nazi occupation.</p>

Day 4: Themes of Survival and Resilience (Chapters 3–4) Learning Target:- Students will identify and discuss themes of survival and resilience as they emerge in the story.	NJSLS RL.8.2	1. Theme Tracker: Start tracking moments where survival and resilience are evident.2. Class Discussion: How does Yanek begin to show resilience in the face of adversity?
Day 5: Analyzing the Loss of Freedom (Chapters 5–6) Learning Target:- Students will analyze how Yanek’s loss of freedom reflects the dehumanization of the Jewish people.	NJSLS RL.8.3	1. T-Chart: Compare Yanek’s life before and after Nazi occupation.2. Journal Prompt: Write about a time when they felt restricted or faced a challenge beyond their control.
Day 6: Arrival at Plaszów (Chapters 7–8) Learning Target:- Students will analyze how vivid descriptions convey the horrors of Plaszów.	NJSLS RL.8.3, RL.8.4	1. Close Reading: Annotate descriptive passages about Plaszów and discuss their impact.2. Group Discussion: How does the setting intensify Yanek’s struggles?
Day 7: Understanding Dehumanization (Chapters 9–10) Learning Target:- Students will evaluate how the Nazis’ treatment of prisoners demonstrates themes of dehumanization.	NJSLS RL.8.2	1. Theme Tracker Update: Add examples of dehumanization and their effects on prisoners.2. Small Group Activity: Discuss how dehumanization affects both victims and perpetrators.
Day 8: Exploring Symbols of Hope (Chapters 11–12) Learning Target:- Students will identify and analyze symbols of hope and survival in Yanek’s journey.	NJSLS RL.8.4	1. Symbol Tracker: Identify and discuss symbols (e.g., stars, bread) and their significance.2. Creative Writing: Write about a personal symbol of hope and its importance.
Day 9: Rising Tension and Conflict (Chapters 13–14) Learning Target:- Students will analyze how Yanek’s experiences escalate tension and conflict.	NJSLS RL.8.3	1. Conflict Chart: Record internal and external conflicts faced by Yanek.2. Class Discussion: How do these conflicts shape Yanek’s growth?
Day 10: Midpoint Review and Reflection Learning Target:- Students will review key events, themes, and character developments from Chapters 1–14.	NJSLS RL.8.1, RL.8.2	1. Review Game: Play a quiz-style game covering characters, themes, and events.2. Reflection Prompt: Write about the most impactful moment so far.
Day 11: Escalating Challenges (Chapters 15–16) Learning Target:- Students will analyze how Yanek’s inner strength helps him endure new challenges.	NJSLS RL.8.3	1. Character Growth Timeline: Track Yanek’s emotional and physical changes.2. Quick Write: Reflect on overcoming a significant personal challenge.

Day 12: Survival and Sacrifice (Chapters 17–18) Learning Target:- Students will evaluate the sacrifices made by Yanek and others to survive.	NJSLS RL.8.2	1. Theme Tracker Update: Add examples of survival and sacrifice. 2. Group Discussion: Debate whether survival justifies the sacrifices made.
Day 13: Building Empathy (Chapters 19–20) Learning Target:- Students will evaluate how Yanek’s narration builds empathy for his experiences.	NJSLS RL.8.6	1. Close Reading: Annotate passages revealing Yanek’s emotional state. 2. Class Discussion: How does Yanek’s perspective help readers connect with him?
Day 14: Hope Amid Despair (Chapters 21–22) Learning Target:- Students will identify how moments of hope keep Yanek motivated.	NJSLS RL.8.2	1. Small Group Activity: Identify key moments of hope and discuss their importance. 2. Journal Prompt: Write about when hope helped them overcome a challenge.
Day 15: Quiz and Reflection Learning Target:- Students will review events, themes, and character development from Chapters 15–22.	NJSLS RL.8.1, RL.8.2	1. Quiz: Assess comprehension with short-answer and multiple-choice questions. 2. Reflection Activity: Write about Yanek’s greatest strength and its importance.
Day 16: Yanek’s Liberation (Chapters 23–24) Learning Target:- Students will analyze how Yanek’s liberation reflects a turning point in the story.	NJSLS RL.8.3	1. Close Reading: Annotate passages describing Yanek’s liberation. 2. Class Discussion: How does Yanek react to freedom, and what challenges might he still face?
Day 17: Reflecting on Survival (Chapters 25–26) Learning Target:- Students will evaluate how survival has shaped Yanek’s identity and relationships.	NJSLS RL.8.2	1. Character Reflection Chart: Document Yanek’s changes throughout the novel. 2. Journal Prompt: Write about how surviving hardships changes perspectives.
Day 18: The Role of Memory and Bearing Witness (Chapters 27–28) Learning Target:- Students will analyze the importance of Yanek’s memories and his role in bearing witness.	NJSLS RL.8.2, RI.8.3	1. Theme Tracker Update: Add examples of how memory shapes actions. 2. Group Discussion: Why is it important for survivors to share their stories?
Day 19: Thematic Reflection – Resilience and Humanity Learning Target:- Students will reflect on themes of resilience and humanity demonstrated in the story.	NJSLS RL.8.2	1. Small Group Activity: Identify key moments highlighting resilience and humanity. 2. Creative Writing: Write a poem or narrative from Yanek’s perspective.
Day 20: Quiz and Reflection Learning Target:- Students will review and reflect on Yanek’s journey and themes of survival and resilience.	NJSLS RL.8.1, RL.8.2	1. Quiz: Assess comprehension of key events and themes from Chapters 23–28. 2. Reflection Writing: Write about the most significant lesson learned.

Day 21: Comparing Yanek's Story to Historical Accounts Learning Target:- Students will compare Yanek's account with historical records of Holocaust survivors.	NJSLS RI.8.3, RL.8.9	1. Research Activity: Read a survivor's testimony and compare it to Yanek's experiences. 2. Venn Diagram: Highlight similarities and differences between the accounts.
Day 22: Symbols and Their Significance Learning Target:- Students will analyze how symbols in the novel contribute to its themes.	NJSLS RL.8.4	1. Symbol Tracker Completion: Discuss meanings of key symbols (e.g., tattoo, bread). 2. Artistic Expression: Create a visual representation of a symbol and explain its significance.
Day 23: Yanek's Character Arc Learning Target:- Students will evaluate Yanek's transformation from the beginning to the end of the novel.	NJSLS RL.8.3	1. Character Growth Timeline: Create a timeline of Yanek's development. 2. Class Discussion: What traits helped Yanek survive and grow?
Day 24: Exploring Moral Dilemmas in the Novel Learning Target:- Students will analyze the moral dilemmas faced by Yanek and other characters.	NJSLS RL.8.6	1. Debate Activity: Discuss moral questions regarding survival actions. 2. Quick Write: Reflect on a time they faced a difficult decision.
Day 25: Comparing to Other Holocaust Literature Learning Target:- Students will compare Prisoner B-3087 to other Holocaust works.	NJSLS RL.8.9	1. Excerpt Comparison: Read excerpts from other literature (e.g., Night). 2. Class Discussion: How do these works complement each other?
Day 26: Introducing Final Projects Learning Target:- Students will plan their final project, synthesizing their understanding of the novel.	NJSLS W.8.4, SL.8.4	1. Project Proposal: Choose from essay, presentation, or artistic interpretation. 2. Planning Workshop: Develop outlines or storyboards with feedback.
Day 27: Work Day 1 – Final Projects Learning Target:- Students will draft and refine their final projects with teacher support.	NJSLS W.8.4, W.8.5	1. Drafting Session: Begin writing or creating presentations. 2. Peer Review: Exchange work for constructive feedback.
Day 28: Work Day 2 – Final Projects Learning Target:- Students will finalize their projects, ensuring they meet all criteria.	NJSLS W.8.4, W.8.5	1. Project Completion: Continue working independently or in groups. 2. Teacher Conference: Meet for final feedback.
Day 29: Project Presentations (Part 1) Learning Target:- Students will present their projects, explaining their insights.	NJSLS SL.8.4, SL.8.5	1. Presentations: Half the class presents their projects. 2. Peer Feedback: Provide feedback using a rubric.

Day 30: Project Presentations (Part 2) and Reflection Learning Target:- Students will share their work and reflect on their learning.	NJSLS SL.8.4, W.8.10	1. Remaining Presentations: Finish class presentations. 2. Final Reflection: Write about how the novel changed their understanding. 3. Class Celebration: Share highlights and conclude the unit.
Day 1: Introduction to the Novel Learning Target:- Students will analyze the title, cover, and blurb of Prisoner B-3087 to predict themes and understand its historical context.	NJSLS RL.8.1, SL.8.1	1. Book Walk: Examine the cover, title, and blurb, making predictions about the story's themes and setting. 2. Class Discussion: Share predictions and brainstorm prior knowledge about the Holocaust and World War II.

Inclusive concepts

1. Promoting Empathy Through Personal Narratives

- The novel provides a harrowing yet deeply personal account of the Holocaust through Yanek's perspective. By exploring themes such as survival, resilience, and the loss of identity, students can develop a deeper understanding of historical trauma and its impact on individuals. Activities such as journaling, group discussions, and comparing Yanek's experiences with other Holocaust survivors' stories allow students to connect emotionally with the text, fostering empathy and respect for diverse life experiences.

2. Highlighting the Importance of Historical Awareness

- The novel serves as a powerful tool to discuss the consequences of prejudice, discrimination, and systemic oppression. Students examine how Yanek's story parallels broader historical events, encouraging critical thinking about how historical injustices continue to shape modern society. Interdisciplinary connections with social studies and ethical discussions about human rights ensure all students can relate the novel's themes to their own lives and global issues, promoting inclusivity and awareness of cultural diversity.

Unit Learning Goals

The Giver

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Textbook 	<ul style="list-style-type: none"> Topic-focused webquests

- Online benchmark assessment resource

- Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Introduction to the Novel Learning Target:- Students will analyze the title, cover, and blurb to predict themes and understand the dystopian genre.	NJSLs RL.8.1, SL.8.1	1. Book Walk: Examine the cover, title, and blurb, writing predictions about the story's themes. 2. Class Discussion: Explore what students know about dystopian societies and connect to real-world examples.
Day 2: Characteristics of Dystopian Societies Learning Target:- Students will identify characteristics of dystopian societies and how they are reflected in Jonas's world.	NJSLs RL.8.2, RL.8.3	1. Chart Activity: Compare characteristics of dystopian and utopian societies. 2. Quick Write: Predict how the society in The Giver maintains control over its citizens.
Day 3: Jonas's Perspective (Chapters 1–2) Learning Target:- Students will analyze Jonas's perspective and role in his community.	NJSLs RL.8.3	1. Character Map: Begin a chart tracking Jonas's traits, actions, and thoughts. 2. Small Group Discussion: What does Jonas's world reveal about individuality and choice?
Day 4: The Role of Rules (Chapters 3–4) Learning Target:- Students will evaluate how rules shape behavior and reflect societal values.	NJSLs RL.8.2	1. Rule Tracker: Identify key rules in the society and their purpose. 2. Debate: Are strict rules beneficial or harmful to society?
Day 5: The Role of Family and Language (Chapters 5–6) Learning Target:- Students will analyze how language and family structure enforce conformity.	NJSLs RL.8.6	1. Class Discussion: Discuss the significance of the family unit and precise language in Jonas's world. 2. Creative Writing: Write about how the family unit in the novel compares to their own experiences.
Day 6: The Ceremony of Twelve (Chapters 7–8) Learning Target:- Students will analyze the Ceremony of Twelve and its implications for Jonas's role in society.	NJSLs RL.8.3	1. Event Tracker: Record significant moments from the Ceremony of Twelve. 2. Journal Prompt: Reflect on an event in their life that shaped their future decisions.
Day 7: Introducing the Giver (Chapters 9–10) Learning Target:- Students will analyze the Giver's role and its significance to the community.	NJSLs RL.8.3	1. Character Web: Create a web for the Giver, noting his responsibilities and challenges. 2. Small Group Discussion: What makes the Giver's role essential and difficult?

Day 8: Memory as Power (Chapters 11–12) Learning Target:- Students will evaluate the importance of memory and its role in shaping identity.	NJSLS RL.8.2, RL.8.4	1. Memory Map: Track the memories Jonas receives and their meanings.2. Quick Write: Reflect on a personal memory that has shaped their life.
Day 9: Exploring Freedom and Choice (Chapters 13–14) Learning Target:- Students will analyze how freedom and choice are restricted in Jonas's world.	NJSLS RL.8.3	1. Theme Tracker: Add examples of freedom and control.2. Class Debate: Is safety worth sacrificing individual freedom?
Day 10: Midpoint Review and Quiz Learning Target:- Students will review key events, themes, and character developments from Chapters 1–14.	NJSLS RL.8.1, RL.8.2	1. Review Game: Use a quiz-style activity to recap key events and themes.2. Quiz: Assess comprehension with a short-answer and multiple-choice quiz.
Day 11: Themes of Pain and Sacrifice (Chapters 15–16) Learning Target:- Students will analyze the relationship between pain and sacrifice in Jonas's world.	NJSLS RL.8.2	1. Theme Analysis: Add examples of pain and sacrifice to the tracker.2. Creative Writing: Write a personal reflection on the relationship between pain and growth.
Day 12: Exploring Love and Emotion (Chapters 17–18) Learning Target:- Students will evaluate the role of love and emotion in the novel's society.	NJSLS RL.8.2, RL.8.3	1. Close Reading: Annotate passages about Jonas's realization of love.2. Group Discussion: How does Jonas's understanding of love challenge his beliefs about his society?
Day 13: The Theme of Obedience (Chapters 19–20) Learning Target:- Students will analyze how obedience is maintained through societal norms and rules.	NJSLS RL.8.2	1. Theme Tracker: Add evidence of obedience and its consequences.2. Class Discussion: Debate whether obedience is necessary for order.
Day 14: The Plan for Change (Chapters 21–22) Learning Target:- Students will analyze Jonas's decision to leave the community and its implications.	NJSLS RL.8.3	1. Event Analysis Chart: Track Jonas's decision-making process.2. Quick Write: Reflect on a time they made a decision that went against the norm.
Day 15: The Role of Symbolism Learning Target:- Students will analyze symbols in the novel, such as the sled and the river.	NJSLS RL.8.4	1. Symbol Tracker: Identify and discuss key symbols and their meanings.2. Creative Writing: Write a short story using a personal symbol.
Day 16: The Journey's Climax (Chapters 23) Learning Target:- Students will evaluate	NJSLS RL.8.3, RL.8.5	1. Close Reading: Annotate passages from the climax, focusing on Jonas's transformation.2. Class Discussion: How does the climax tie together the novel's themes?

how the climax resolves key conflicts and themes.		
Day 17: The Ambiguous Ending Learning Target:- Students will analyze the novel's ambiguous ending and discuss possible interpretations.	NJSLS RL.8.5	1. Discussion Groups: Debate whether the ending is hopeful or tragic. 2. Creative Writing: Write an epilogue imagining what happens next.
Day 18: Revisiting Themes and Messages Learning Target:- Students will reflect on the novel's central themes and their relevance to the real world.	NJSLS RL.8.2	1. Theme Tracker Completion: Review and discuss recurring themes. 2. Journal Prompt: Write about how The Giver connects to their understanding of society.
Day 19: Comparing The Giver to Other Texts Learning Target:- Students will compare themes in The Giver to other dystopian texts, such as 1984 or The Hunger Games.	NJSLS RL.8.9	1. Text Comparison Chart: Identify similar themes and motifs in The Giver and another text. 2. Class Discussion: How does each text approach the idea of control and freedom?
Day 20: Planning the Final Project Learning Target:- Students will plan a culminating project synthesizing their understanding of the novel.	NJSLS W.8.4, SL.8.4	1. Project Proposal: Choose from options such as an essay, multimedia presentation, or visual project. 2. Planning Workshop: Outline and organize ideas for the project.
Day 21–23: Final Project Work Days Learning Target:- Students will develop and refine their final project with peer and teacher feedback.	NJSLS W.8.5, SL.8.4	1. Drafting Session: Begin creating or writing projects. 2. Peer Review: Exchange feedback and revise accordingly.
Day 24: Final Presentations (Part 1) Learning Target:- Students will present their projects, explaining their interpretations of the novel.	NJSLS SL.8.4	1. Presentations: Half the class shares their projects. 2. Peer Feedback: Provide constructive feedback using a rubric.
Day 25: Final Presentations (Part 2) and Reflection Learning Target:- Students will complete presentations and reflect on their learning throughout the unit.	NJSLS SL.8.4, W.8.10	1. **Remaining Presentations

Inclusive concepts

1. Fostering Empathy Through Diverse Perspectives

- The novel's exploration of individuality, conformity, and memory allows students to consider the experiences of others living under strict societal rules. Activities like journal writing, group discussions, and debates about freedom versus control encourage students to reflect on their own beliefs and experiences while appreciating the diverse perspectives of their peers. This fosters an inclusive environment where all voices are valued.

2. Encouraging Critical Thinking About Social Structures

- By examining the novel's dystopian society, students are encouraged to analyze the impact of rules, family dynamics, and societal expectations on individuals. Comparative activities that connect *The Giver* to real-world issues and other texts help students critically evaluate social systems and their implications for equity, justice, and inclusion. This supports students in making meaningful connections to diverse social contexts.

Unit Learning Goals

Speak

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Textbook • Online benchmark assessment resource 	<ul style="list-style-type: none"> • Topic-focused webquests • Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will analyze how historical and cultural contexts influence literature.	RI.8.1, RI.8.2	Introduce Laurie Halse Anderson and the context of <i>*Speak*</i> through a class discussion and short video clips on bullying and mental health. Students research real-world connections (e.g., school bullying policies) and share findings in a group discussion.
Day 2: Students will make predictions about the novel based on its title, cover, and blurb.	RL.8.1, SL.8.1	Conduct a gallery walk where students write predictions about the book based on its title, cover, and blurb. Engage in a Think-Pair-Share activity to discuss how personal experiences might connect to the novel's themes.

Day 3: Students will identify the protagonist and analyze how the author sets the tone in the opening chapter.	RL.8.2, RL.8.3	Close read the first chapter, annotating for tone and key details about the protagonist. Write a journal entry from Melinda's perspective, reflecting on her feelings during her first day at school.
Day 4: Students will examine how the author uses internal and external conflicts to develop Melinda's character.	RL.8.1, RL.8.3	Create a T-chart identifying Melinda's internal and external conflicts from specific passages in the text. In small groups, discuss how the conflicts reveal aspects of Melinda's personality and experiences.
Day 5: Students will analyze the tree symbol introduced in the novel.	RL.8.4, RL.8.5	Analyze how the tree functions as a symbol in Melinda's art project by citing evidence from the text. Students create their own symbolic tree representing personal growth, explaining its elements in a short presentation.
Day 6: Students will analyze Melinda's relationships with other characters and how they influence her actions.	RL.8.1, RL.8.3	Create a character map showing Melinda's relationships and dynamics with other characters. Write a short response analyzing how one relationship has a significant impact on Melinda's development.
Day 7: Students will explore how the author uses first-person narration to convey Melinda's voice.	RL.8.6	Students rewrite a scene from a third-person perspective and compare it to the original. Engage in a class discussion about how the first-person perspective helps readers connect with Melinda's struggles.
Day 8: Students will identify and analyze central themes in *Speak*.	RL.8.2	In pairs, students identify key themes in the text (e.g., identity, resilience) and support them with textual evidence. Create a thematic collage using quotes, images, and personal reflections related to one theme.
Day 9: Students will analyze the use of figurative language to convey mood and tone.	RL.8.4	Annotate excerpts of the text for examples of figurative language (e.g., metaphors, similes) and discuss their impact. Write a short poem using figurative language to reflect a scene or theme from the novel.
Day 10: Students will reflect on the novel's key events and Melinda's growth so far.	W.8.9, SL.8.1	Write a journal response analyzing Melinda's progress and challenges. Engage in a Socratic seminar to discuss the turning points in the novel thus far.
Day 11: Students will analyze how Melinda responds to conflict and how it reveals her character.	RL.8.1, RL.8.3	Identify and annotate passages that showcase Melinda's reaction to major conflicts. Write a paragraph explaining how one conflict impacts Melinda's development, using textual evidence.
Day 12: Students will evaluate how peer pressure and social isolation shape Melinda's experiences.	RL.8.1, RI.8.3	Create a cause-and-effect flowchart that illustrates how Melinda's social isolation affects her actions. Participate in a small-group discussion about peer pressure and its relevance to their own lives.
Day 13: Students will analyze the significance of key objects (e.g., the closet, the tree).	RL.8.4, RL.8.5	Create a chart connecting objects in the novel to their symbolic meanings, supported by evidence from the text. Design an artistic representation of one object and write an explanation of its symbolism.
Day 14: Students will use narrative writing to express emotions similar to Melinda's.	W.8.3	Write a short narrative from the perspective of a student facing a personal struggle, focusing on internal conflict. Share narratives in pairs, providing constructive feedback on emotional expression.

Day 15: Students will demonstrate their understanding of the novel's conflicts, themes, and symbolism.	RL.8.1, W.8.4	Write an analytical response to one of the novel's themes (e.g., silence and communication), citing textual evidence. Complete a creative project (e.g., a timeline or graphic organizer) highlighting Melinda's growth.
Day 16: Students will analyze the theme of silence and its role in the novel and real life.	RL.8.2, RI.8.1	Close read excerpts where silence is prominent and annotate for meaning. Write a reflective journal entry on a time when they felt silenced or empowered to speak up.
Day 17: Students will examine how Melinda begins to reclaim her voice and identity.	RL.8.3, W.8.9	Create a timeline of key moments where Melinda shows resilience, citing evidence. Write a letter to Melinda, offering advice or encouragement based on her journey.
Day 18: Students will connect themes from the novel to contemporary issues in their community.	RI.8.1, SL.8.1	Research bullying prevention programs and mental health initiatives, presenting findings to the class. Hold a class discussion on how schools can better address bullying and mental health issues.
Day 19: Students will practice citing and explaining evidence to support their analysis.	RL.8.1, W.8.9	Annotate passages from the text to support a specific claim about Melinda's character growth. Write a short analytical paragraph using textual evidence to support an argument.
Day 20: Students will use art as a form of expression, inspired by Melinda's tree project.	W.8.3, SL.8.5	Create an artistic representation (drawing, collage, or digital) of their personal 'tree' of growth. Present their artwork to the class, explaining its significance and connections to the novel.
Day 21: Students will analyze how symbols evolve over the course of the novel.	RL.8.2, RL.8.4	Compare how the tree symbol has evolved throughout the novel, using evidence from different chapters. Write an essay explaining the significance of one symbol in the novel.
Day 22: Students will reflect on the importance of finding and using their voice.	W.8.2, SL.8.1	Write a speech about an issue they feel strongly about, inspired by Melinda's journey. Practice delivering their speech in small groups, providing feedback to peers.
Day 23: Students will connect Melinda's story to their own experiences and emotions.	RL.8.10, W.8.3	Write a reflective essay about a time they overcame a challenge, inspired by Melinda's story. Share excerpts from their essays in small groups, identifying common themes.
Day 24: Students will compare the novel's themes to those in a poem, song, or short film.	RL.8.7, SL.8.2	Analyze a poem or song with similar themes (e.g., resilience, finding a voice). Write a comparison paragraph, discussing how the medium impacts the delivery of the theme.
Day 25: Students will analyze the resolution of the novel and Melinda's growth.	RL.8.1, RL.8.3	Discuss the resolution of the novel in small groups, citing evidence to support opinions. Write a response analyzing how Melinda's journey concludes and what lessons she learns.
Day 26: Students will synthesize their understanding of the novel's themes.	RL.8.2, W.8.2	Create a theme web connecting all major themes of the novel with evidence from the text. Write a thematic analysis essay, focusing on one or more themes from the novel.
Day 27: Students will review key concepts and prepare for the final assessment.	SL.8.1, W.8.10	Conduct a Jeopardy-style review game covering characters, themes, and symbols. Outline and plan responses for the final assessment.

		prompts.
Day 28: Students will demonstrate their comprehension and analytical skills.	RL.8.1, RL.8.3, W.8.2	Complete a written final assessment analyzing a key theme, symbol, or character from the novel.
Day 29: Students will reflect on the novel's impact and relevance to their lives.	W.8.10, SL.8.1	Write a letter to Laurie Halse Anderson, explaining what they learned from *Speak*. Share final reflections in a class discussion circle.
Day 30: Students will celebrate their learning and personal growth through creative expression.	SL.8.5, W.8.6	Host a gallery walk featuring their symbolic trees, essays, and artwork. Celebrate with a class discussion about how *Speak* has influenced their perspectives on resilience and finding their voice.

Inclusive concepts

1. Emphasizing Diverse Perspectives and Experiences

This concept integrates a broader discussion about how personal identity, societal norms, and mental health challenges are experienced differently based on cultural, gender, or socioeconomic backgrounds. This encourages students to see the novel's themes as universal yet personal, helping them connect with the material in ways that respect and validate their individual experiences.

2. Providing Multiple Modes of Expression

Recognizing that students have varied strengths and learning styles, this concept emphasizes choice and accessibility in how students engage with and respond to the text. This fosters inclusivity by valuing all forms of communication, from written and oral to artistic and digital.