

Crest Memorial School Curriculum and Pacing Guide	
Grade: 8	Subject Area: Language Arts
Adoption Date:	Revision Date: December 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: 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.

Integration of Technology

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

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21st Century Skills
<ul style="list-style-type: none">● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Career Education
<ul style="list-style-type: none">● 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
<ul style="list-style-type: none">● 6.2.8.HistoryUP.3.a <i>Analyze historical sources and determine their credibility, relevance, and intended audience.</i>

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">● Assign a buddy, same language or English speaking● Use images, diagrams and other visual aids wherever possible● Use group projects rather than individual work● Provide a Word Bank

	<ul style="list-style-type: none"> ● Use of Google translate dictionaries to locate words in native language ● Reduce amount of work required ● Provide hands-on activities and explanations ● Provide picture labels with both English and other language ● Allow extended time for project and test/quiz completion. ● Reduce multiple choices to two. ● Offer book choices written in native language
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"> ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● 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"> ● Baseline place labeling geography assessment
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects

Pacing Guide

Unit Title	Number of days
Figurative Language (*Personification*)	Approximately 5 days
Poetry (Self-Portrait Poem)	Approximately 9 days
Narrative Essay on Relationships (Maze Runner)	Approximately 10 days
Illustrative Essay on Child Labor	Approximately 17 days
Banned Books Poster (The Pigman)	Approximately 9 days
Research Essay (Holocaust Rescuer)	Approximately 25 days
Utopian Society Project (The Giver)	Approximately 22 days
Memory Essay (The Giver)	Approximately 10 days
Vocabulary Instruction	Approximately 3 days/unit; 10 units (Approximately 30 days)

Unit Learning Goals

Unit Title: Figurative Language

Unit Goals:

- Students will review all forms of figurative language.
- Students will master the skill of personification.
- Students will create and present figurative language posters.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">• Figurative Language Review Notes	<ul style="list-style-type: none">• Figurative Language Poster Assignment• Figurative Language Activity 8th Grade

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none">• Day 1: Students will be able to identify all forms of figurative language and understand the meaning of personification.	<ul style="list-style-type: none">•L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none">• Distribute figurative language pre-assessment.• Review when finished.• Pick students and have them recall types of figurative language and give examples. Record on SmartBoard.• Show Personification Power Point and have students come up to participate in practice activities.• Interactive personification practice.
<ul style="list-style-type: none">• Day 2: Students will create figurative language posters in pairs.	<ul style="list-style-type: none">•L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none">• Show students sample posters from previous years.• Provide pictures for students to choose from.• Explain assignment to students; they must create 1 simile, 1 metaphor, 1 example of personification, 1 hyperbole, 1 idiom, and 1 onomatopoeia to describe their chosen

		<p>picture.</p> <ul style="list-style-type: none"> • Instruct students to have examples checked before getting poster paper, then instruct students to work on posters for remainder of class period.
<ul style="list-style-type: none"> • Day 3: Students will create figurative language posters in pairs. 	<ul style="list-style-type: none"> • L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	<ul style="list-style-type: none"> • Allow students the entire class period to finish figurative language posters from prior class period. Assist as needed. • Figurative language posters will count as a quiz grade.
<ul style="list-style-type: none"> • Day 4: Students will work on figurative language posters in pairs. 	<ul style="list-style-type: none"> • L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	<ul style="list-style-type: none"> • Allow students the entire class period to finish working on figurative language posters from prior class period. Assist as needed. • Figurative language posters will count as a quiz grade.
<ul style="list-style-type: none"> • Day 5: Students will present figurative language posters in pairs. 	<ul style="list-style-type: none"> • L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> • Distribute figurative language post-assessment. • Review instructions and allow students about 15 minutes to complete. • When all quizzes are complete, have students share figurative language posters and turn in.

Inclusive concepts

- Learning about personification encourages inclusivity and cultural competency by fostering creative expression and helping students connect with diverse cultural narratives through exploring universal themes, encouraging creative expression, and understanding symbolism.

Unit Learning Goals

Unit Title: Poetry (Self-Portrait Poem)

Unit Goals:

- Students will explore various ages of their lives through poetry.
- Students will use figurative language in poetry.
- Students will write a rough draft of their self-portrait poem, and then revise according to teacher and peer suggestions.
- Students will publish a final copy of their self-portrait poem

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● <u>Out of the Dust</u> by Karen Hesse ● Teacher samples of poetry ● Student samples of poetry 	<ul style="list-style-type: none"> ● Self-Portrait Poem Figurative Language Worksheet ● Construction paper for posters

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Students will be able to understand the requirements of a self-portrait poem. 	<ul style="list-style-type: none"> ● L.VI.8.4 	<ul style="list-style-type: none"> ● Introduce <i>Out of the Dust</i>, and explain how although we have since removed it from our Literature curriculum, it is still important to learn how to write in poetic form. ● Review the author's poetic form of writing. ● Distribute and review self-portrait poem requirements. ● Provide examples from previous eighth grade students (without names). ● Ask students to work in partners to determine examples of figurative language within the poems. ● Distribute worksheet where students will work on describing themselves at

		various ages.
<ul style="list-style-type: none"> • Day 2: Students will draft the first half of their self-portrait poem. 	<ul style="list-style-type: none"> •L.VI.8.4 •W.RW.8.7 	<ul style="list-style-type: none"> • Model writing of the first section of poem by using better diction (birth & age 5). • Ask students to provide stronger words by using a thesaurus and coming up with figurative language. • Instruct students to use their worksheets about their lives and have them begin drafting their own poems. • I will assist students in writing drafts and finding where figurative language should be inserted. • If not finished in class, students must complete the first half of the draft (up to age ten).
<ul style="list-style-type: none"> • Day 3: Students will complete the first draft of their self-portrait poem. 	<ul style="list-style-type: none"> •L.VI.8.4 •W.RW.8.7 	<ul style="list-style-type: none"> • Display completed first draft of poem on Smartboard. • Model writing of second half of poem (age ten & now). • Meet individually with students and assist them with their writing as needed.
<ul style="list-style-type: none"> • Day 4: Students will edit rough drafts of their self-portrait poems. 	<ul style="list-style-type: none"> •L.VI.8.4 •W.RW.8.7 	<ul style="list-style-type: none"> • Put the model on board of a poem with usage errors. • Ask the students to locate the errors. • When finished, have students edit their own poems and review the figurative language checklist.

<ul style="list-style-type: none"> ● Day 5: Students will participate in a peer review of their self-portrait poems. 	<ul style="list-style-type: none"> ●W.WP.8.4 	<ul style="list-style-type: none"> ● Have students share poems with their assigned partners through Google Docs. ● Distribute peer review sheets. ● Students will read over each other's work and complete a peer review worksheet. ● Return peer review to poet. ● Instruct students to read over the suggestions and discuss what may need to be worked on. ● Students will finish any revisions of poem for homework. Have a parent look over your work!
<ul style="list-style-type: none"> ● Day 6: Students will begin to put together their self-portrait posters. 	<ul style="list-style-type: none"> ●SL.UM.8.5 	<ul style="list-style-type: none"> ● Provide students with poster paper for poems, and also show them how to align poem in Google Doc template should they choose to publish their final poem electronically. ● Allow students time to work on their posters/Doc.
<ul style="list-style-type: none"> ● Day 7: Students will continue to put together their self-portrait posters. 	<ul style="list-style-type: none"> ●SL.UM.8.5 	<ul style="list-style-type: none"> ● Provide students with poster paper for poems, and also show them how to align poem in Google Doc template should they choose to publish their final poem electronically. ● Allow students time to work on their posters/Doc.

<ul style="list-style-type: none"> ● Day 8: Students will finish putting together their self-portrait posters. 	<ul style="list-style-type: none"> ●SL.UM.8.5 	<ul style="list-style-type: none"> ● Allow students one final class period to finish putting together their poem posters. ● Posters due at the end of class period for final grade!
<ul style="list-style-type: none"> ● Day 9: Students will present their poetry in a “coffee-house” type style. 	<ul style="list-style-type: none"> ●SL.PI.8.4 	<ul style="list-style-type: none"> ● Go over rules for poetry “coffee-house.” ● Have students get their hot chocolate and donuts provided by teacher. ● Choose students either by random or by volunteer to read poems and present posters.

Inclusive concepts

- Students’ poems are personal and they include various topics that cover inclusivity and culture competency, such as students who speak different languages, come from different countries, have been adopted, have parents who have divorced, etc.

Unit Learning Goals

Unit Title: Illustrative Writing

Unit Goals:

- Students will brainstorm important relationships in their lives.
- Students will create an outline for a narrative essay.
- Students will write a narrative essay about a relationship of importance in their lives.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● <u>Maze Runner</u> by James Dashner 	<ul style="list-style-type: none"> ● Teacher created outline ● Teacher and student writing samples

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Students will understand the requirements of <u>The Maze Runner</u> relationship essay. 	<ul style="list-style-type: none"> ● W.NW.8.3 	<ul style="list-style-type: none"> ● Distribute assignment sheet, and discuss possible ideas for essay topics. ● Define specific requirements. ● Review basic outline format with students and begin the introduction part of outline on Google Classroom. ● Begin working on the introduction portion of the outline if time allows.
<ul style="list-style-type: none"> ● Day 2: Students will work on an outline for <u>The Maze Runner</u> relationship essay. 	<ul style="list-style-type: none"> ● W.NW.8.3 	<ul style="list-style-type: none"> ● Review body paragraphs of relationship outline. ● Allow students time to complete. ● Assist as needed. ● Goal should be to complete Body paragraphs 1 & 2.
<ul style="list-style-type: none"> ● Day 3: Students will complete the <u>Maze Runner</u> outline. 	<ul style="list-style-type: none"> ● W.NW.8.3 	<ul style="list-style-type: none"> ● Discuss Body 3 & Conclusion portion of outline. ● Allow students time to complete any unfinished pieces of outline. ● Assist as needed. ● Remainder of the outline should be completed for homework.

<ul style="list-style-type: none"> ● Day 4: Students will write introduction and first body paragraphs of the <u>Maze Runner</u> essay. 	<ul style="list-style-type: none"> ●W.NW.8.3 ●W.NW.8.3.A 	<ul style="list-style-type: none"> ● Review sample introduction and first body paragraph for <u>Maze Runner</u> relationship essay. ● Allow students time to write and assist as needed.
<ul style="list-style-type: none"> ● Day 5: Students will write second and third body paragraphs of <u>Maze Runner</u> essay. 	<ul style="list-style-type: none"> ●W.NW.8.3 ●W.NW.8.3.B ●W.NW.8.3.C 	<ul style="list-style-type: none"> ● Review second and third body paragraphs for <u>Maze Runner</u> relationship essay. ● Allow students time to write and assist as needed.
<ul style="list-style-type: none"> ● Day 6: Students will write conclusion paragraphs for <u>Maze Runner</u> essay. 	<ul style="list-style-type: none"> ●W.NW.8.3.E 	<ul style="list-style-type: none"> ● Review conclusion sample for <u>Maze Runner</u> relationship essay. ● Allow students time to write and assist as needed.
<ul style="list-style-type: none"> ● Day 7: Students will understand the importance of revisions. 	<ul style="list-style-type: none"> ●W.NW.8.3 	<ul style="list-style-type: none"> ● Return revised introduction paragraphs, body 1, and body 2. ● Have students work on revising teacher suggestions and edit. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 8: Students will understand the importance of revisions. 	<ul style="list-style-type: none"> ●W.WP.8.4 	<ul style="list-style-type: none"> ● Return body paragraph 3 and conclusion. ● Have students work on revising teacher suggestions and edit. ● Assist as needed.

<ul style="list-style-type: none"> ● Day 9: Students will peer revise and edit relationship essays. 	<ul style="list-style-type: none"> ●W.WP.8.4 	<ul style="list-style-type: none"> ● Have students share essays with peer review partners. ● Work on revising partners' essay using peer review form. ● A second class period will be needed for this.
<ul style="list-style-type: none"> ● Day 10: Students will publish relationship essays. 	<ul style="list-style-type: none"> ●W.WP.8.4 	<ul style="list-style-type: none"> ● Continue peer revisions from yesterday. ● About ten-fifteen minutes before the end of the period, have partners return papers to original authors. ● Make peer revisions as needed and submit essay for final grade by end of period.

Inclusive concepts

● Writing an essay on an important relationship allows students to explore and reflect on diverse perspectives, fostering empathy, and celebrating the uniqueness of human connections. Students can choose to write about relationships with family members, friends, mentors, or community figures, reflecting the diversity of relationships across cultures and experiences. Reflecting on and writing about meaningful relationships helps students recognize and value the emotions and experiences of others.

Unit Learning Goals

Unit Title: Child Labor Essay (Expository/Informative Writing)

Unit Goals:

- Students will read nonfiction articles about child labor in our country, as well as other countries.
- Students will watch a documentary about child labor called *The Harvest*.

- Students will use evidence from articles to support claims about child labor.
- Students will write an essay on the dangers of child labor, the way it affects childrens' education, and how it can possibly be prevented.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Child Labor Assignment Sheet • Child Labor Notes Chart 	<ul style="list-style-type: none"> • Child Labor articles from the internet • <i>The Harvest</i> documentary by U. Roberto Romano • Teacher-created outline • Teacher and student writing samples • UNICEF web site

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Students will analyze information about child labor around the world. 	RL.CR.8.1 W.IW.8.2 W.IW.8.2.A W.SE.8.6	<ul style="list-style-type: none"> • Introduce Child Labor writing assignment and discuss as a whole group. • Watch two minute video clip from UNICEF. • Distribute child labor articles. • Explain set-up of notes chart and what is expected of students during upcoming research periods.
<ul style="list-style-type: none"> • Day 2: Students will analyze information about child labor around the world. 	RL.CR.8.1 W.IW.8.2 W.IW.8.2.A W.SE.8.6	<ul style="list-style-type: none"> • Have students get out materials from yesterday. • Review notes chart again. • Instruct students to work in pairs to highlight facts in articles an record them in notes chart on Classroom.
<ul style="list-style-type: none"> • Day 3: Students will analyze information about child labor around the world. 	RL.CR.8.1 W.IW.8.2 W.IW.8.2.A W.SE.8.6	<ul style="list-style-type: none"> • Have students get out materials. • Review notes chart one final time. • Instruct students to continue working on notes chart with partner.

		<ul style="list-style-type: none"> • Notes chart should be completed by end of class period.
<ul style="list-style-type: none"> • Day 4: Students will analyze information about child labor around the world by viewing a documentary. 	SL.II.8.2	<ul style="list-style-type: none"> • View a documentary called "The Harvest/La Cosecha." • Distribute questions and have students follow along. • Share/discuss comments. • Record notes in chart.
<ul style="list-style-type: none"> • Day 5: Students will analyze information about child labor around the world by viewing a documentary. 	SL.II.8.2	<ul style="list-style-type: none"> • View a documentary called "The Harvest/La Cosecha." • Distribute questions and have students follow along. • Share/discuss comments. • Record notes in chart.
<ul style="list-style-type: none"> • Day 6: Students will begin writing an outline for essay on child labor. 	W.AW.8.1	<ul style="list-style-type: none"> • Instruct students to open child labor notes chart. • Review the outline format together and come up with strong thesis statements. • Discuss how to incorporate quotations and evidence from graphic organizer. • Provide examples of the same quote incorporated using different techniques. • Complete intro. and body 1 of outline
<ul style="list-style-type: none"> • Day 7: Students will continue writing an outline for essay on child labor. 	W.AW.8.1	<ul style="list-style-type: none"> • Review remainder of outline format together and come up with examples together. • Review how to include evidence and explain in your own words. • Complete body 2 and 3 of outline

<ul style="list-style-type: none"> ● Day 8: Students will finish writing an outline for essay on child labor. 	<p>W.AW.8.1</p>	<ul style="list-style-type: none"> ● Review conclusion section of outline format together and discuss appropriate answers to expansion question. ● Complete remainder of outline.
<ul style="list-style-type: none"> ● Day 10: Students will an introduction for essay on child labor. 	<p>W.AW.8.1.A</p>	<ul style="list-style-type: none"> ● Students will open up child labor outlines, as well as sample introduction. ● Review elements of introduction (Hook, preview of body paragraphs, and thesis statement). ● Discuss and share details and examples that can fit in the introduction paragraph. ● Remind students to focus on using words with negative connotations to create a sense of urgency. ● When finished, allow students time to finish their introductions.
<ul style="list-style-type: none"> ● Day 11: Students will write a first body paragraph for essay on child labor. 	<p>W.AW.8.1 W.AW.8.1.B W.AW.8.1 D</p>	<ul style="list-style-type: none"> ● Students will open up child labor outlines, as well as sample first body paragraph. ● Review elements of a body paragraph (Topic sentence, examples with details and in-text citations, explanations, concluding sentence). ● Dissect in pairs. ● When finished, allow students time to finish their first body paragraph.

<ul style="list-style-type: none"> • Day 11: Students will a second body paragraph for essay on child labor. 	<p>W.AW.8.1 W.AW.8.1.B W.AW.8.1 D</p>	<ul style="list-style-type: none"> • Students will open up child labor outlines, as well as sample second body. • Review elements of body paragraph (Topic sentence, examples with details and in-text citations, explanations, concluding sentence). • When finished, allow students time to finish their own second body paragraph.
<ul style="list-style-type: none"> • Day 12: Students will a third body paragraph for essay on child labor. 	<p>W.AW.8.1 W.AW.8.1.B W.AW.8.1 D</p>	<ul style="list-style-type: none"> • Review parts of paragraph needed and instruct students to choose two or three solutions to the issue that we have studied that they feel they can best describe/promote in their essays. • Discuss. • Remind students to refer to their outlines and allow them the remainder of the period to write their own third body paragraphs on the prevention of child labor. • When students are finished, have them evaluate if their paragraph is concise, credible, clear & correct.
<ul style="list-style-type: none"> • Day 13: Students will write a conclusion paragraph for essay on child labor. 	<p>W.AW.8.1 W.AW.8.1.B W.AW.8.1 D</p>	<ul style="list-style-type: none"> • Ask students to identify requirements of a successful conclusion. • Have students perform a think-pair-share to answer the expansion question (How are children

		<p>in foreign countries, as well as your own, treated by their employers?).</p> <ul style="list-style-type: none"> • Have members from each group come up and write their ideas on the board. • Show students a model conclusion. • When finished, allow students to write their own conclusions.
<ul style="list-style-type: none"> • Day 14: Students will revise child labor essays according to teacher suggestions. 	<p>W.WP.8.4</p>	<ul style="list-style-type: none"> • Allow students the block as a workshop period to incorporate teacher suggestions. • I will conference individually with students as they edit and revise their essays. • Students will complete a self-checklist to help them make revisions.
<ul style="list-style-type: none"> • Day 15: Students will revise child labor essays according to teacher suggestions. 	<p>W.WP.8.4</p>	<ul style="list-style-type: none"> • Allow students a second block as a workshop period to incorporate teacher suggestions. • I will conference individually with students as they edit and revise their essays. • Students will complete a self-checklist to help them make revisions.

<ul style="list-style-type: none"> • Day 16: Students will peer review each other's child labor essay. 	<p>W.WP.8.4</p>	<ul style="list-style-type: none"> • Have students open the final copy of their Child Labor essays. • Distribute peer review sheets and assign partners. • Have students begin working on peer review. • Assist as needed.
<ul style="list-style-type: none"> • Day 17: Students will publish final copies of child labor essays. 	<p>W.WP.8.4 W.WR.8.5</p>	<ul style="list-style-type: none"> • Continue working on peer review from prior class period. • About half-way through the class period, have students return to their own essays and make final revisions. • Publish and print final copies of essays for a test grade.

Inclusive concepts

- Exploring child labor across different regions and eras allows students to recognize the varied ways children's lives are shaped by cultural, economic, and societal factors. By examining the stories of child laborers, students learn to value perspectives different from their own, broadening their understanding of human experiences. Learning about the lives of child laborers can also help students reflect on their own privileges and consider how these privileges affect their access to education and opportunities.

Unit Learning Goals

Unit Title: Banned Books

Unit Goals:

- Students will understand the reasons why books are banned.
- Students will perform research on banned books.
- Students will write a paragraph about a specific book and why it was banned, as well as the outcome of the banning.

- Students will create a poster about their banned book and present.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • www.ala.org • Banned Books Assignment 	<ul style="list-style-type: none"> • Banned books from school library • Venn Diagram • Sample student posters

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Students will explore young adult novels that have been previously banned or challenged. 	<ul style="list-style-type: none"> • W.WR.8.5 • W.SE.8.6 	<ul style="list-style-type: none"> • Have students go online to www.ala.org and ask them to read through most challenged books from 1990-2000 and 2000-2009. • Have students record 10 books they are surprised to find on the lists, and why. • Have students write down five books they have read or plan to read. • Have students do research via internet to find out why those books were banned or challenged. • Complete ALA worksheet.
<ul style="list-style-type: none"> • Day 2: Students will create a venn diagram to list the positive and negative effects of reading banned books. 	<ul style="list-style-type: none"> • W.WR.8.5 • W.SE.8.6 	<ul style="list-style-type: none"> • Allow students to get in pairs and provide students with paper. • Instruct them to draw a Venn Diagram. One circle is for Positive Effects (Pros of reading banned books) and one circle is for Negative Effects (those who

		<p>challenge books to be removed from schools and libraries).</p> <ul style="list-style-type: none"> ● Provide students with a copy of the wording of the First Amendment and discuss what is or is not protected under this law. ● After students are finished, share answers on the board. ● Encourage students to pick a side to defend.
<ul style="list-style-type: none"> ● Day 3: Students will work on research for Banned Books assignment. 	<ul style="list-style-type: none"> ●W.WR.8.5 ●W.SE.8.6 ●W.IW.8.2 	<ul style="list-style-type: none"> ● Explain banned books assignment. ● Materials can be found on Google Classroom. ● Have students work in "pairs" to start research for banned books project (Step One - Researching and answering questions about banned books
<ul style="list-style-type: none"> ● Day 4: Students will work on planning for Banned Books project. 	<ul style="list-style-type: none"> ●W.WR.8.5 ●W.SE.8.6 ●W.IW.8.2 	<ul style="list-style-type: none"> ● Have students complete planning portion of Banned Books poster. ● Students can find all material on our Google Classroom page. ● Complete Step Two - Choose book ● Complete Step Three - Get it from the library ● Complete Step Four - Write paragraph ● Assist as needed.

<ul style="list-style-type: none"> ● Day 5: Students will work on creating poster for Banned Books project. 	<ul style="list-style-type: none"> ●W.WR.8.5 ●W.SE.8.6 ●W.IW.8.2 	<ul style="list-style-type: none"> ● Have students work on Banned Books poster in partners (Step Five). ● Students can find material on our Google Classroom page. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 6: Students will work on creating poster for Banned Books project. 	<ul style="list-style-type: none"> ●W.WR.8.5 ●W.SE.8.6 ●W.IW.8.2 	<ul style="list-style-type: none"> ● Have students work on Banned Books poster in partners (Step Five). ● Students can find material on our Google Classroom page. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 7: Students will work on creating poster for Banned Books project. 	<ul style="list-style-type: none"> ●W.WR.8.5 ●W.SE.8.6 ●W.IW.8.2 	<ul style="list-style-type: none"> ● Have students work on Banned Books poster in partners (Step Five). ● Students can find material on our Google Classroom page. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 8: Students will present Banned Books projects. 	<ul style="list-style-type: none"> ●SL.PI.8.4 	<ul style="list-style-type: none"> ● Students will present banned books posters and paragraphs.

<ul style="list-style-type: none"> • Day 9: Students will present Banned Books projects. 	<ul style="list-style-type: none"> •SL.PI.8.4 	<ul style="list-style-type: none"> • Students will present banned books posters and paragraphs.
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Inclusive concepts
<ul style="list-style-type: none"> • This banned books project encourages inclusivity and cultural competency by inviting students to explore diverse perspectives, challenge biases, and engage in critical conversations about censorship, freedom of expression, and cultural values.

Unit Learning Goals
<p>Unit Title: Research Writing (Holocaust Rescuer)</p> <p>Unit Goals:</p> <ul style="list-style-type: none"> • Students will learn the difference between valid and invalid sources. • Students will learn how to gather relevant information from multiple print and digital sources. • Students will write an MLA-style research paper. • Students will follow a standard format for citation.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Echoes & Reflections: A Multimedia Curriculum on the Holocaust • <u>Prisoner-B 3087</u> by Alan Gratz 	<ul style="list-style-type: none"> • Holocaust rescuer articles from the internet • <i>In Memory of Millions</i> documentary • Holocaust vocabulary • https://www.easybib.com/ • https://www.bibme.org/

Daily Targets	NJSLS Performance Expectations	Instructional Activities
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<p>Day 1: Students will record facts about the Holocaust.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Distribute documentary worksheet. ● Students will view the first half of <i>In Memory of Millions</i> documentary. ● Students will record facts and answer questions on a worksheet. ● Discuss as a whole group.
<p>Day 2: Students will finish recording facts about the Holocaust.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Distribute documentary worksheet. ● Students will view the second half of <i>In Memory of Millions</i> documentary. ● Students will record facts and answer questions on a worksheet. ● Discuss and answer questions.
<p>Day 3: Students will define and record meaning of vocabulary words related to the Holocaust.</p>	<ul style="list-style-type: none"> ● L.KL.8.2 Use knowledge of language and its convention when writing, speaking, reading, or listening. ● L.KL.8.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. ● L.KL.8.2.B. Gather vocabulary knowledge when selecting a word and phrase important to comprehension or expression. 	<ul style="list-style-type: none"> ● Distribute glossary words and read over, giving pronunciation of each word. ● Assign student pairs and instruct students to use dictionaries to determine the meaning of each word. ● Review at the end of class period.
<p>Day 4: Students will understand assignment requirements for research project, as well as topic choices.</p>	<ul style="list-style-type: none"> ● 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 explanation. 	<ul style="list-style-type: none"> ● Distribute folders and research materials for project. Read over due dates. ● Show PowerPoint on a research paper and six choices for topics. ● With time remaining, allow students to browse through reference materials and the internet on possible topics. ● Have students complete a topic choice sheet.

<p>Day 5: Students will read and analyze article titled "Those Who Dared to Rescue."</p>	<ul style="list-style-type: none"> ● W.SE.8.6 Gather relevant information from multiple and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paragraph the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<ul style="list-style-type: none"> ● Distribute highlighters and articles to students. ● Read "Those Who Dared to Rescue" in groups and have students highlight any information they might be able to use in a research paper. ● Review note card format. ● Come back together and create two note cards from the article together. ● Have students share student samples of note cards.
<p>Day 6: Students will begin to read, analyze, and annotate teacher provided resources for research paper.</p>	<ul style="list-style-type: none"> ● W.SE.8.6 Gather relevant information from multiple and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paragraph the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<ul style="list-style-type: none"> ● Review research paper goals. ● Distribute highlighters and provide students with a packet of 3 sources for the Holocaust rescuer they chose. ● Allow students time to read through the sources, highlight and record useful information. ● Review note card format. ● Students will create three note cards on the subject's biographical information (birth, childhood, education, marriage, death).
<p>Day 7: Students will continue to read, analyze, and annotate teacher provided sources for research paper.</p>	<ul style="list-style-type: none"> ● W.SE.8.6 Gather relevant information from multiple and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paragraph the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<ul style="list-style-type: none"> ● Review research paper goals. ● Distribute highlighters and provide students with a packet of 3 sources for the Holocaust rescuer they chose. ● Allow students time to read through the sources, highlight and record useful information. ● Review note card format. ● Students will create three note cards on subject's role in the Holocaust.
<p>Day 8: Students will continue to read, analyze, and annotate teacher provided sources for</p>	<ul style="list-style-type: none"> ● W.SE.8.6 Gather relevant information from multiple and digital sources, using 	<ul style="list-style-type: none"> ● Review research paper goals. ● Distribute highlighters and provide

<p>research paper.</p>	<p>search terms effectively; assess the credibility and accuracy of each source; and quote or paragraph the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>students with a packet of 3 sources for the Holocaust rescuer they chose.</p> <ul style="list-style-type: none"> ● Allow students time to read through the sources, highlight and record useful information. ● Review note card format. ● Students will create three note cards on subject impact's (awards, accomplishments, etc.)
<p>Day 9: Students will be given a “catch-up” period to make corrections on their note cards and organize their information in preparation for their outline.</p>	<ul style="list-style-type: none"> ● W.SE.8.6 Gather relevant information from multiple and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paragraph the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<ul style="list-style-type: none"> ● Review note card requirements. ● Work together to create a list of what research should be completed and recorded up to this point. ● Allow students time to organize their information and note cards (correct, add detail, etc.) ● Conference with each student on an individual basis.
<p>Day 10: Students will begin outline for Holocaust research paper.</p>	<ul style="list-style-type: none"> ● W.SE.8.6 Gather relevant information from multiple and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paragraph the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● W.IW.8.2 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. ● W.IW.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 	<ul style="list-style-type: none"> ● Model the first half of the outline on the board, showing students how to incorporate note from note card into their outline. ● Stress that they need to explain the connection between the fact provided and the overall essay. ● Assist students as needed.

<p>Day 11: Students will continue working on outline for Holocaust research paper.</p>	<ul style="list-style-type: none"> ● W.IW.8.2 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. ● W.IW.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 	<ul style="list-style-type: none"> ● Model next section of outline on the board, using information on Schindler. ● Allow students the remainder of the period to work on their outlines. ● Assist students as needed.
<p>Day 12: Students will complete outline for Holocaust research paper.</p>	<ul style="list-style-type: none"> ● W.IW.8.2 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. ● W.IW.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 	<ul style="list-style-type: none"> ● Model remainder of outline on the board, using information on Schindler. ● Allow students the remainder of the period to work on their outlines. ● Assist students as needed.
<p>Day 13: Students will write an introduction for Holocaust research paper.</p>	<ul style="list-style-type: none"> ● W.IW.8.2 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. ● W.IW.8.2.A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g. 	<ul style="list-style-type: none"> ● Provide students with a jumbled introduction paragraph on Oskar Schindler. ● Have them work in pairs to rearrange sentences to create a coherent paragraph. ● When finished, review and have students begin writing their own introductions. ● Provide framework for struggling writers.

	<p>definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aid in comprehension.</p>	
<p>Day 14: Students will write a first body paragraph (biography) for Holocaust research paper.</p>	<ul style="list-style-type: none"> ● W.IW.8.2 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. ● W.IW.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 	<ul style="list-style-type: none"> ● Review the four C's of good writing. ● Display a first body model on Smart Board and review with students. ● Have students go up to the board and highlight topic sentence, facts, explanations, details, etc. ● Discuss and identify why the paragraph is clear, concise, correct, and credible. ● When finished, allow students time to write their own paragraphs.
<p>Day 15: Students will write a second body paragraph (role) for Holocaust research paper.</p>	<ul style="list-style-type: none"> ● W.IW.8.2 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. ● W.IW.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 	<ul style="list-style-type: none"> ● Review the four C's of good writing. ● Display a second body model on Smart Board and review with students. ● Have students go up to the board and highlight topic sentence, facts, explanations, details, etc. ● Discuss and identify why the paragraph is clear, concise, correct, and credible. ● When finished, allow students time to write their own paragraphs. ● Have them share their work with a partner and identify why the paragraph is clear, concise, correct, and credible.
<p>Day 16: Students will write a third body paragraph (impact) for Holocaust research paper.</p>	<ul style="list-style-type: none"> ● W.IW.8.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical 	<ul style="list-style-type: none"> ● Review the four C's of good writing. ● Display a third body model on Smart Board and review with students.

	<p>processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> ● W.IW.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 	<ul style="list-style-type: none"> ● Have students go up to the board and highlight topic sentence, facts, explanations, details, etc. ● Discuss and identify why the paragraph is clear, concise, correct, and credible. ● When finished, allow students time to write their own paragraphs. ● Have them identify why their own paragraph is clear, concise, correct, and credible.
<p>Day 17: Students will write a conclusion paragraph for Holocaust research paper.</p>	<ul style="list-style-type: none"> ● W.IW.8.2 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. ● W.IW.8.2.F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented. 	<ul style="list-style-type: none"> ● Review necessary items of conclusion. ● Discuss what should be in the bridge of the essay. ● Encourage students to discuss how writing this essay and learning about the rescuer impacted them. ● Have students begin writing conclusions. ● Assist as needed.
<p>Day 18: Students will revise research essays per teacher suggestions.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Allow the students the period to revise and edit their research papers. ● Conference with students on an individual basis.

<p>Day 19: Students will continue to revise research essays per teacher suggestions.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Allow the students an additional period to revise and edit their research papers. ● Conference with students on an individual basis.
<p>Day 20: Students will create a Works Cited page for research paper on Holocaust rescuer.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Display sample Works Cited page on board. Point out all the formatting details and give students handouts with Works Cited guidelines. ● Demonstrate how to make a hanging indent on Google docs. Stress to students that the sources must be listed in ABC order, and to only cite the sources that they used in their paper. ● Remind students of how many different sources they should have used (4). When finished, have students put together and format their own Works Cited page. ● When students are finished, have them share their page with a partner to check their work.
<p>Day 21: Students will begin a peer review of research essay.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Provide students with a peer review sheet to work through. ● Pair students and instruct them to share papers with each other via Google Docs.

<p>Day 22: Students will complete peer review of research essay.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Review instructions from lesson from the previous day. ● Students will complete peer review and conference with partners. ● Publish and print paper when finished all revisions.
<p>Day 23: Students will view Holocaust movie of their choosing.</p>	<ul style="list-style-type: none"> ● SL.II.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) behinds its presentation. 	<ul style="list-style-type: none"> ● Students will vote on Holocaust movie to watch. ● Discuss movie prior to viewing. ● View the first part of the movie.
<p>Day 24: Students will continue viewing Holocaust movie of their choosing.</p>	<ul style="list-style-type: none"> ● SL.II.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. 	<ul style="list-style-type: none"> ● Students will continue watching movie from prior class period.
<p>Day 25: Students will finish viewing Holocaust movie of their choosing.</p>	<ul style="list-style-type: none"> ● SL.II.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) behinds its presentation. 	<ul style="list-style-type: none"> ● Students will finish watching Holocaust movie. ● Discussed as a whole group. ● Complete a written response.

Inclusive Concepts

Because the Holocaust centers around the persecution of the Jewish race, amongst prejudices of other cultures, we discuss inclusivity often

throughout the unit.

Unit Learning Goals

Unit Title: Utopian Society Project

Unit Goals:

- Students will understand the meaning of 'utopia.'
- Students will research a real-life utopian society.
- Students will work with a partner to create their own version of a utopian society.
- Students will present their utopian societies to the class.

Core Instructional Materials

- The Giver by Lois Lowry

Supplemental Materials

- <https://www.merriam-webster.com/dictionary/utopia>
- <https://www.twinoaks.org/>

Daily Targets

- Day 1: Students will conduct research on a real life utopian society.

NJSLS Performance Expectations

- W.WR.8.5

Instructional Activities

- Discuss definition of 'utopia.'
- Talk about what a utopian society is.
- Students will work in pairs to do research on Twin Oaks, a utopian society that still exists today.

- Day 2: Students will conduct research on a real life utopian society.

- W.WR.8.5

- Review instructions from previous day's web quest.
- Allow students time to complete web quest on Twin Oaks.
- Discuss as a whole group.

<ul style="list-style-type: none"> ● Day 3: Students will understand requirements of Utopian Society project. 	<ul style="list-style-type: none"> ● W.WR.8.5 	<ul style="list-style-type: none"> ● Distribute new assignment criteria. ● Thoroughly discuss each portion of the project in detail, giving examples from prior classes. ● Discuss and answer all student questions. ● Allow students to choose partners.
<ul style="list-style-type: none"> ● Day 4: Students will work on their Utopian Society projects. 	<ul style="list-style-type: none"> ● W.WR.8.5 	<ul style="list-style-type: none"> ● Meet with partners to plan project out on blank calendar. ● Get calendar approved by me. ● Allow students time to begin doing their research/brainstorming for their utopia projects.
<ul style="list-style-type: none"> ● Day 5: Students will work on their Utopian Society projects. 	<ul style="list-style-type: none"> ● W.WR.8.5 	<ul style="list-style-type: none"> ● Meet with groups of partners to discuss their tasks for the block. ● Allow students time to begin doing their research/brainstorming for their utopia projects.
<ul style="list-style-type: none"> ● Day 6: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> ● W.WR.8.5 	<ul style="list-style-type: none"> ● Remind students to check in with their plan and their partner before beginning work for the period. ● Check in with each set of partners to discuss what will be done that day, and check in again at the end of the block to assess where the students are at this point in time. ● Assist students as needed.
<ul style="list-style-type: none"> ● Day 7: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> ● W.WR.8.5 	<ul style="list-style-type: none"> ● Meet with groups of partners to discuss their tasks for the block.

		<ul style="list-style-type: none"> Students will begin doing their research/brainstorming for their utopia projects.
<ul style="list-style-type: none"> Day 8: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> W.WR.8.5 	<ul style="list-style-type: none"> Meet with groups of partners to discuss their tasks for the block. Students will begin doing their research/brainstorming for their utopia projects.
<ul style="list-style-type: none"> Day 9: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> W.WR.8.5 	<ul style="list-style-type: none"> Meet with groups of partners to discuss their tasks for the block. Students will begin doing their research/brainstorming for their utopia projects.
<ul style="list-style-type: none"> Day 10: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> W.WR.8.5 	<ul style="list-style-type: none"> Meet with groups of partners to discuss their tasks for the block. Students will begin doing their research/brainstorming for their utopia projects.
<ul style="list-style-type: none"> Day 11: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> W.WR.8.5 	<ul style="list-style-type: none"> Meet with groups of partners to discuss their tasks for the block. Students will begin doing their research/brainstorming for their utopia projects.
<ul style="list-style-type: none"> Day 12: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> W.WR.8.5 	<ul style="list-style-type: none"> Remind students to check in with their plan and their partner before beginning work for the period. Check in with each set of partners to

		<p>discuss what will be done that day, and check in again at the end of the block to assess where the students are at this point in time.</p> <ul style="list-style-type: none"> ● Assist students as needed.
<ul style="list-style-type: none"> ● Day 13: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> ● W.WR.8.5 	<ul style="list-style-type: none"> ● Remind students to check in with their plan and their partner before beginning work for the period. ● Check in with each set of partners to discuss what will be done that day, and check in again at the end of the block to assess where the students are at this point in time. ● Assist students as needed.
<ul style="list-style-type: none"> ● Day 14: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> ● W.WR.8.5 	<ul style="list-style-type: none"> ● Meet with groups of partners to discuss their tasks for the block. Record. ● Allow students time to begin completing their daily tasks for their utopia projects.
<ul style="list-style-type: none"> ● Day 15: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> ● W.WR.8.5 	<ul style="list-style-type: none"> ● Remind students to check in with their plan and their partner before beginning work for the period. ● Check in with each set of partners to discuss what will be done that day, and check in again at the end of the block to assess where the students are at this point in time. ● Assist students as needed.

<ul style="list-style-type: none"> • Day 16: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> • W.WR.8.5 	<ul style="list-style-type: none"> • Meet with groups of partners to discuss their tasks for the block. Record. • Allow students time to begin completing their daily tasks for their utopia projects. • Assist as needed.
<ul style="list-style-type: none"> • Day 17: Students will continue working on their Utopian Society projects. 	<ul style="list-style-type: none"> • W.WR.8.5 	<ul style="list-style-type: none"> • Meet with groups of partners to discuss their tasks for the block. Record. • Allow students time to begin completing their daily tasks for their utopia projects. • Assist as needed.
<ul style="list-style-type: none"> • Day 18: Students will present their Utopian Society projects. 	<ul style="list-style-type: none"> • SL.PI.8.4 • SL.AS.5.6 • SL.UM.8.5 	<ul style="list-style-type: none"> • Students will present their Utopian Society projects. • Choose volunteers first, and then choose students at random to present.
<ul style="list-style-type: none"> • Day 19: Students will present their Utopian Society projects. 	<ul style="list-style-type: none"> • SL.PI.8.4 • SL.AS.5.6 • SL.UM.8.5 	<ul style="list-style-type: none"> • Students will present their Utopian Society projects. • Choose volunteers first, and then choose students at random to present.

<ul style="list-style-type: none"> Day 20: Students will watch a movie based on a utopian society to end unit. 	<ul style="list-style-type: none"> SL.II.8.2 	<ul style="list-style-type: none"> Discuss first few questions with students and begin watching "The Island."
<ul style="list-style-type: none"> Day 21: Students will continue watching a movie based on a utopian society to end unit. 	<ul style="list-style-type: none"> SL.II.8.2 	<ul style="list-style-type: none"> Discuss next set of questions with students and continue watching "The Island."
<ul style="list-style-type: none"> Day 22: Students will finish watching a movie based on a utopian society. 	<ul style="list-style-type: none"> SL.II.8.2 	<ul style="list-style-type: none"> Discuss final set of questions and finish watching "The Island."

Inclusive concepts

- Creating a project and presentation on a made-up utopian society encourages inclusivity and cultural competency by fostering critical thinking about diverse perspectives on ideal living conditions, societal values, and cultural norms. Students will explore diverse definitions of utopia, analyze real-world inequalities, consider the needs of all community members, and reflect on ethical and moral values.

Unit Learning Goals

Unit Title: Memory Essay

Unit Goals:

- Students will understand the importance of memories.

- Students will interview family members about their important memories.
- Students will write an essay about the most important memories of close family members.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • The Giver - Memory Essay Assignment 2024 	<ul style="list-style-type: none"> • Teacher-created outline • Student writing samples • Memory brainstorming sheet

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Students will understand the memory essay assignment and begin outline. 	W.NW.8.3	<ul style="list-style-type: none"> • Review memory essay assignment as a whole group. • Explain memory brainstorming sheet and give students two nights to complete it. • Go over outline with students and have them begin working on it.
<ul style="list-style-type: none"> • Day 2: Students will continue working on memory essay outline. 	W.NW.8.3	<ul style="list-style-type: none"> • Review remaining sections of outline. • Have students begin working on filling in memories from their memory brainstorming sheet.
<ul style="list-style-type: none"> • Day 3: Students will complete memory outline. 	W.NW.8.3	<ul style="list-style-type: none"> • Review final sections of memory outline and have students begin working on

		<p>remainder.</p> <ul style="list-style-type: none"> ● Outline to be completed for homework if not done in class.
<ul style="list-style-type: none"> ● Day 4: Students will write introduction for memory essay. 	<p>W.NW.8.3 W.NW.8.3.A</p>	<ul style="list-style-type: none"> ● Review sample introduction paragraph and identify elements of an introduction. ● Give students remainder of period to write their own introductions. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 4: Students will write first body paragraph for memory essay. 	<p>W.NW.8.3 W.NW.8.3. B W.NW.8.3. C W.NW.8.3. D</p>	<ul style="list-style-type: none"> ● Review sample body paragraph and identify topic sentence, memory examples, concluding sentence. ● Give students remainder of period to write their own body paragraphs. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 4: Students will write second body paragraph for memory essay. 	<p>W.NW.8.3 W.NW.8.3. B W.NW.8.3. C W.NW.8.3. D</p>	<ul style="list-style-type: none"> ● Review sample body paragraph and identify topic sentence, memory examples, concluding sentence. ● Give students remainder of period to write their own body paragraphs. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 5: Students will write third body paragraph for memory essay. 	<p>W.NW.8.3 W.NW.8.3. B W.NW.8.3. C</p>	<ul style="list-style-type: none"> ● Review sample body paragraph and identify topic sentence, memory

	W.NW.8.3. D	<p>examples, concluding sentence.</p> <ul style="list-style-type: none"> ● Give students remainder of period to write their own body paragraphs. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 6: Students will write conclusion paragraph for memory essay. 	W.NW.8.3 W.NW.8.3. E	<ul style="list-style-type: none"> ● Review elements of a conclusion and dissect sample conclusion body paragraph with students. ● Give students remainder of class period to write their own conclusion paragraphs. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 7: Students will understand the importance of revisions. 	W.WP.8.4	<ul style="list-style-type: none"> ● Return revised introduction paragraphs, body 1, and body 2. ● Have students work on revising teacher suggestions and edit. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 8: Students will understand the importance of revisions. 	W.WP.8.4	<ul style="list-style-type: none"> ● Return body paragraph 3 and conclusion. ● Have students work on revising teacher suggestions and edit. ● Assist as needed.
<ul style="list-style-type: none"> ● Day 9: Students will peer revise and edit relationship essays. 	W.WP.8.4	<ul style="list-style-type: none"> ● Have students share essays with peer review partners. ● Work on revising partners' essay using peer review form. ● A second class period will be needed for this.

<ul style="list-style-type: none"> Day 10: Students will publish relationship essays. 	W.WP.8.4	<ul style="list-style-type: none"> Continue peer revisions from yesterday. About ten-fifteen minutes before the end of the period, have partners return papers to original authors. Make peer revisions as needed and submit essay for final grade by end of period.

Inclusive concepts

- Writing an essay about memories encourages inclusivity and cultural competency by providing a platform for students to reflect on their unique experiences while recognizing and appreciating the diversity of others' perspectives. It promotes self-reflection and identity awareness, recognizes shared human experiences, and the brainstorming process encourages dialogue and active listening.

Unit Learning Goals

Unit Title: Vocabulary Instruction

Unit Goals:

- Students will acquire new vocabulary words.
- Students will think critically to learn synonyms and antonyms of new vocabulary words.
- Students will be able to correctly use new vocabulary words in context.

Core Instructional Materials

- Sadlier Vocabulary Workshop by Jerome Shostak (Common Core Enriched Edition) Level C

Supplemental Materials

- Teacher-created resources
- Quizlet

- Teacher-made test

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Students will learn new vocabulary words. 	<ul style="list-style-type: none"> • L.KL.8.2 • L.KL.8.2.A • L.KL.8.2.B • L.VL.8.3 • L.VL.8.3.A • L.VL.8.3.B • L.VL.8.3.D • L.VL.8.3.E • L.VI.8.4.D 	<ul style="list-style-type: none"> • Distribute new unit of vocabulary words. • Review words in whole group and discuss. Provide real-life examples for each definition and solicit examples from students. • Instruct students to complete the first section ("Choosing the Right Word") and go over. If there is time, have students put words on Quizlet and review independently.
<ul style="list-style-type: none"> • Day 2: Students will practice using new vocabulary words. 	<ul style="list-style-type: none"> • L.KL.8.2 • L.KL.8.2.A • L.KL.8.2.B • L.VL.8.3 • L.VL.8.3.A • L.VL.8.3.B • L.VL.8.3.D • L.VL.8.3.E • L.VI.8.4.D 	<ul style="list-style-type: none"> • Start out by playing Quizlet live to quiz the students on the words from last week. • When finished, let kids work in pairs to complete the remainder of the exercises (Synonyms, Antonyms, Completing the Sentence). • Review as a whole group and allow students to play on their own on Quizlet in preparation for next week's vocabulary quiz.
<ul style="list-style-type: none"> • Day 3: Students will complete a quiz on mastery of vocabulary words. 	<ul style="list-style-type: none"> • L.KL.8.2 • L.KL.8.2.A • L.KL.8.2.B • L.VL.8.3 • L.VL.8.3.A • L.VL.8.3.B • L.VL.8.3.D 	<ul style="list-style-type: none"> • Distribute Unit Vocabulary quiz. • Review directions as a whole group. • Monitor as students complete quiz.

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| | <ul style="list-style-type: none">• L.VL.8.3.E• L.VI.8.4.D | |
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Inclusive concepts		
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| <ul style="list-style-type: none">• The new vocabulary words that are introduced each unit provide examples of all sorts that include inclusivity and culture competency. Many of the example sentences and passages reference other countries and cultures. | | |
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