

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: Foundational Skills: Written Language
IT: Interactions Among Text Elements	NW: Narrative Writing	ES: Evaluate Speakers	SS: System and Structure of Language
TS: Text Structure	WP: Writing Process	PI: Present Information	KL: Knowledge of Language
PP: Perspective and Purpose in Texts	WR: Writing Research	UM: Use Media	VL: Vocabulary Acquisition, Use, and Literal Meaning
MF: Diverse Media and Formats	SE: Sources of Evidence	AS: Adapt Speech	VI: Vocabulary Acquisition, Use and Interpretative Meaning
AA: Analysis of an Argument	RW: Range of Writing		
CT: Comparison of Texts			

Trimester	Unit Title	Recommended Instructional Days
1	Unit 1: Rites of Passage	Approximately 45 days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p>Language Domain</p> <p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>Knowledge of Language</p> <p>L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<div data-bbox="1549 852 1701 1079" data-label="Image"> </div> <p>Essential Question: What are some milestones on the path to growing up?</p> <p>Whole-Class Learning</p> <p>Instructional Resource (Launch Text): “Red Roses”</p> <ul style="list-style-type: none"> • Academic Vocabulary: Attribute, gratifying, persistent, notable, inspire • Launch Text: Students will read “Red Roses.” They will then be able to participate in discussions about rites of passage. (Have students copy the definition of nonfiction narrative as explained on pg. 6.)

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state)

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Analyze the impact of specific word choices on meaning and tone.

C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

B. Use the relationship between particular words to better understand each of the words.

C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- **Word Network:** Students add new words to their Word Network as they read texts in the unit.
- **Summary:** Students write a summary of the Launch Text.
- **Launch Activity:** Students participate in an activity related to the unit theme.
- **QuickWrite:** Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?
- **Evidence Log:** Students add notes and evidence that will be used to inform the Performance-Based Assessment.

● **Instructional Resource Anchor Text: The Medicine Bag**

○ **MAKING MEANING**

- **Concept Vocabulary:** wearily; straggled; fatigue; frail; sheepishly
- **First Read:** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Comprehension Check:** Students complete comprehension questions.
- **Close Read the Text:** Students will review the Close Read Model and complete the close read sections in the selection. (Also introduce Notice and Note model)
- **Analyze the Text:** Students will respond to questions about the text, citing textual evidence. **(Use Question #1 as RACE strategy. Focus on having students turn “Do you think?” style questions into third person. Do not have students answer with “I think”.)**
 - **Analyze Craft & Structure:**
 - **Figurative Meaning: Symbolism-** Students will analyze symbols and their meanings and purpose in the story. **(Expand the activity and**

<p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>create a chart using direct text evidence where the symbol appears.)</p> <ul style="list-style-type: none">■ LANGUAGE DEVELOPMENT<ul style="list-style-type: none">● Concept Vocabulary: Students complete activities related to the Concept Vocabulary words: wearily; straggled; fatigue; frail; sheepishly● Word Study: Animal Words- Students complete activities relating to animal words.● Conventions: Verbs in Active and Passive Voice- Students identify active and passive voice verbs.■ EFFECTIVE EXPRESSION<ul style="list-style-type: none">● Writing to Sources: Retelling a Story - Students write a retelling of the story “The Medicine Bag” from Grandpa’s point of view. (Use NJSLA Format and make it a timed write. See Assessments for Unit.)● SELECTION TEST <p>● <u>Instructional Resource Anchor Text: Media Video- Apache Girl’s Rite of Passage</u></p> <ul style="list-style-type: none">○ MAKING MEANING<ul style="list-style-type: none">■ Media Vocabulary- narration; audio; close-up; contrast; pan; synchronization (sync)■ First Review- Students Watch, Note, Connect, Respond as they watch the video the first time.■ Comprehension Check- Students complete comprehension questions.■ Close Review- Students will watch the video and record any new observations.■ Analyze the Media- Students will respond to questions about the video.
Reading Domain	
<p>Reading Literature RL.CI.8.2. Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone.</p> <p>RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).</p> <p>Reading Informational</p> <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p> <p>RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.</p>	

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CT.8.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing Domain

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.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) **when useful to aid in comprehension.**

- **Media Vocabulary-** Students complete activities related to the Media Vocabulary words: narration; audio; close-up; contrast; pan; synchronization (sync)
- **EFFECTIVE EXPRESSION**
 - **Writing to Compare: Comparison-and-Contrast Essay-** Students compare the rites of passage in the two selections about young Native Americans.
- **PERFORMANCE TASK-NARRATIVE (Use task from page 26. Review all listed below before timed write.)**
 - **PreWriting/Planning-** Students choose their topic, gather evidence, and connect across texts.
 - **LANGUAGE DEVELOPMENT**
 - **Create Cohesion: Transitions-** Students choose transitions to show specific connections among ideas and events.
 - **Revising-** Students evaluate and revise draft utilizing peer reviews.
 - **Editing and Proofreading-** Students edit for conventions and proofread for accuracy.
 - **Reflecting-** Students reflect on their narrative essays.

Mandatory Writing Prompt:

- **Writing to Compare: Compare and Contrast Essay: “The Medicine Bag” and “Apache Girl’s Rite of Passage”**

You have reviewed two selections about rites of passage for young Native Americans: a short story titled "The Medicine Bag" and a documentary video titled "Apache Girl's Rite of Passage." Deepen your understanding of the two texts and compare and contrast how the Lakota rite of passage and the Apache rite of passage are similar and different. Discuss the advantages and disadvantages of the text versus the video in presenting the material. Use the RACECE format. (Restate, Answer, Cite, Explain, Cite, Explain) in your response.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

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.

**** Every student should have a Personal Writing Folder that demonstrates growth throughout the academic year. ****

Interdisciplinary Connections:

Social Studies: In some cultures, gift-giving and hospitality are extremely important. Have students research one of these cultures and report on it to the class. Discuss differences and similarities between these cultures and the social culture of the United States.

Have students locate the Rosebud Reservation in South Dakota.

Science: Research Native American medicines: Which Native American medicines have proven medicinal properties? What are these medicinal properties? Are any of these medicines used today in mainstream medicine?

Music: Consider how the role of music plays in "Apache Girl's Rite of Passage": What kind of music is used in the video? How does music help create the mood or set the scene? How does music help viewers understand or better appreciate what they are seeing and hearing? Would a different kind of music be appropriate for this video? Why or why not?

Weekly NJSLA Text- see separate document for suggested texts for each marking period. Texts will be used from CommonLit, AchievetheCore, ReadWriteThink, etc.

Instructional Resource: The Giver

Essential Questions:

- Is it possible for a perfect society (utopia) to exist?
- Is conformity necessary to create an ideal society?
- What is at stake for the individual when they conform to the ideas and beliefs of a society?

<p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>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.</p> <p>SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p><u>Instructional Resource: The Giver</u> <u>Chapter 1 – 2</u></p> <p><u>Basic Comprehension Questions</u></p> <ol style="list-style-type: none"> 1. Discuss what you learn about Jonas' family. 2. What is a 'release'? 3. What is the "Ceremony of 12"? Why is it so important? 4. Who is the Receiver? 5. How are rules changed? <p><u>Digging Deeper Questions</u></p> <ol style="list-style-type: none"> 6. Discuss the differences you already see between Jonas' community and your own. Consider practices, rules, and traditions. Also, discuss the possible negative effects of living in this type of community. 	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p><u>Chapter 3 – 4</u></p> <p><u>Basic Comprehension Questions</u></p> <ol style="list-style-type: none"> 1. What does Jonas notice about the apple? 2. What do we learn about birthmothers? 3. Where does Jonas spend his volunteer hours? What does he do? What do you learn? 	
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p><u>Self-Awareness -</u></p> <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Self-Management-</u></p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals 	<p><u>Digging Deeper Questions</u></p> <ol style="list-style-type: none"> 4. Describe the characterization of Jonas. Your response should consider his personality traits, values, and special qualities. <p><u>Chapter 5 – 6</u></p> <p><u>Basic Comprehension Questions</u></p> <ol style="list-style-type: none"> 1. What was Jonas' dream? 2. Why wasn't Gabriel at the naming? 3. What was the Ceremony of Loss? 	

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

Social Awareness-

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills-

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed.

Responsible Decision-Making-

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions.

Digging Deeper Questions

4. Why do you think the members of this community celebrate the Ceremony of Loss?

Chapter 7 - 9

Basic Comprehension

1. What is Asher's assignment?
2. What is Jonas selected to do? Why was he selected for this assignment?
3. What does Jonas think of each rule he receives in chapter 9?

Digging Deeper

4. Discuss how people get a spouse in Jonas's community. What is your opinion on this practice?
5. How are children taught in Jonas's society? What is your opinion of these methods?
6. Why do you think it is important that a Receiver have the characteristics named by the Chief Elder at the ceremony?

Chapter 10 - 11

Basic Comprehension:

1. What is different about the Receiver's home?
2. What is the Giver's job? What must he give Jonas?
3. What is Jonas' first memory? How do he and the Giver react to it? 4. What happened to snow?
5. What is Jonas' second and third memory?

Digging A Little Deeper:

6. Why do you think this community must have a receiver?
7. Why do you think Jonas' society chose to institute 'Sameness'? consequences of Sameness on people's lives in this community?

Chapter 12 - 13

Basic Comprehension

		<ol style="list-style-type: none">1. What happens to color in this community?2. What is Jonas' opinion on Sameness?3. What is Jonas' first disturbing memory? How does he react?4. Why does the Giver sometimes send Jonas away? <p><u>Digging A Little Deeper</u></p> <ol style="list-style-type: none">5. How is the inability to see color a symbol for the lives of the people in Jonas' community? Why is this important with regard to theme and symbolism?6. What does the breaking up of the family (when parents go to live with the childless adults) reveal about the relationships between people in this community? <p><u>Chapter 14 - 16</u></p> <p><u>Basic Comprehension</u></p> <ol style="list-style-type: none">1. What is wrong with Gabriel? What rule does Jonas break to comfort him?2. What is the memory that Jonas has in Chapter 15? What is its result on Jonas?3. What is the Giver's favorite memory? How does Jonas feel about this memory?4. What is Jonas' relationship to Gabriel as demonstrated in Chapter 16? <p><u>Digging Deeper</u></p> <ol style="list-style-type: none">5. How do the people in Jonas' community view the concept of love? How is this reflected in their relationships?6. Describe the character of The Giver considering his personality traits, actions, and abilities. Why was he a good choice for the position of Receiver? <p><u>Chapter 17 - 18</u></p> <p><u>Basic Comprehension</u></p> <ol style="list-style-type: none">1. What is Jonas' reaction to his friend's game of "war"? Why does he react this way?2. Explain what happened to Rosemary and its impact on the community.
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		<p><u>Digging A Little Deeper</u></p> <p>3. Why do the painful memories outweigh the happy ones in their effect on The Giver, Jonas, and Rosemary?</p> <p>4. In your opinion, why does Rosemary fail as a Receiver?</p> <p><u>Chapter 19 – 20</u></p> <p><u>Basic Comprehension</u></p> <p>1. Twins are not acceptable in the community. Why? What determines their fate?</p> <p>2. After reading Chapter 19, explain what release means. How does Jonas react?</p> <p>3. What was special to the Giver that he hadn't yet shared?</p> <p>4. Jonas experienced "seeing beyond" when he started as a Receiver. What did the Giver experience when he started?</p> <p>5. What is their plan for creating change in the community (chapter 20)?</p> <p><u>Digging Deeper Questions</u></p> <p>6. Why do you think The Giver encourages Jonas to watch the video of the twin's release? Should The Giver have done this? Why or why not?</p> <p>7. Does Jonas feel more attached to his family unit or to The Giver? Give reasons to support your answer.</p> <p><u>Chapter 21 – 23</u></p> <p><u>Basic Comprehension</u></p> <p>1. What rules did Jonas break in Chapter 21?</p> <p>2. How did he know they were looking for him? How did he hide?</p> <p>3. What happened to Jonas' memories?</p> <p>4. How has the landscape changed in Chapter 22? What are new dangers? 5. Explain how the novel ends.</p>
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Digging Deeper Questions

6. What do you think the sled, river, and hill symbolize?

7. What change do we see in Jonas as his difficult journey continues and they grow weaker?

Interdisciplinary Connections:

Social Studies: Research utopias in history. Research different government groups. Have students create their own utopia.

Small-Group Learning

Instructional Resources: Hanging Fire and Translating Grandfather's House

● **MAKING MEANING**

- **Concept Vocabulary-** horizon; awakenings; beaming
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time.
- **Read the Selection**
- **Comprehension Check-** Students complete comprehension questions.

● **MAKING MEANING**

- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection.
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence.
- **Concept Vocabulary-** Students complete activities related to the Concept Vocabulary words: horizon; awakenings; beaming
- **Word Study: Etymology: *horizon***
- **Analyze Craft & Structure: Forms of Poetry-** Students will analyze the two forms of poetry.

- **LANGUAGE DEVELOPMENT**
 - **Author's Style: Word Choice-** Students mark passages that are descriptive or interesting in some way.
- **EFFECTIVE EXPRESSION**
 - **Speaking and Listening: Group Discussion-** Students conduct a group discussion about "Hanging Fire" and "Translating Grandfather's House."
- **SELECTION TEST**

Literary Analysis Writing Prompt:

After reading the poems "Hanging Fire" by Audre Lorde and "Translating Grandfather's House" by E.J. Vega, analyze the speakers' tones in each poem. Consider the word choices used by each author how it contributes to the tone and the overall meaning of each poem.

RACECE format should be utilized for students to demonstrate a clear understanding of each poem.

Interdisciplinary Connections:

Math: In reference to lines 24-27 of Hanging Fire, have students share what they know about the kinds of questions that 8th-grade math teams will have to solve in a contest. Then, challenge students to create 3 problems and share them with the other students.

Science: Discuss the environmental setting as described in the poem in how the lack of water affects farming.

Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

Formative Assessments:

- Quizzes
- Reader's Notebook
- Take and print photographs that capture the social issues addressed in the novel
- Admit and Exit Slips
- Type 1 (Reader Response Journal)
- Create a soundtrack
- Double entry journals

Literary Analysis Tasks:

- Create and administer quizzes that mirror multiple-choice questions on NJSLA. Each question will contain both Part A and Part B, as well as multiple sources (video, text, poetry and articles) to be compared to the novel. These quizzes will cover theme, characters, setting, central idea, point of view, structure, and vocabulary in context.
- **Short Constructed Response (RACE)**
 - See each story recommended RACE question in "Recommended Activities"

Classwork:

- relevant student inquiry
- small group and/or whole-class discussions
- Individual and/or group presentations
- graphic organizers
- text-based questions and evidence
- content and/or accountability Quizzes

Extension Activities:

- [EngageNY Classroom Protocols and Resources](#)
- Create an advertisement for a memory department store
- Socratic Circles

Benchmarks:

- LinkIt Assessment

Summative Assessments:

- **Writing to Compare: Compare and Contrast Essay: "The Medicine Bag" and "Apache Girl's Rite of Passage" *Writing prompt listed above. ***
- **Poetry Literary Analysis: "Hanging Fire" and "Translating Grandfather's House". *Writing prompt is listed above."**

Novel Writing Prompts:

Narrative Writing Task: The Giver (Choose 1)

Imagine a different conclusion for "The Giver" by Lois Lowry.

Choice A: In your alternate ending, consider how Jonas's journey might change if he makes a different decision at a crucial moment in the story.

Choice B: In your alternate ending, imagine you are Jonas. Demonstrate how you would change the course of the events after discovering the nature and the foundation of the community. What would you do differently?

- Compare and contrast the emotions exhibited by the characters that populate the world of the novels we have read. How do those emotions affect how the characters handle the conflicts they experience?
- What similarities exist between fictional characters and real people? Can you generalize about the types of experiences that a human being encounters?

**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • Launch Text: Red Roses • Anchor Text: Short Story- The Medicine Bag • Media: Video- Apache Girl's Rite of Passage • Poetry Collection: Hanging Fire, Translating Grandfather's House • Independent Learning Texts for Unit 1 • Novel: <i>The Giver</i> by Lois Lowery 	<ul style="list-style-type: none"> • In addition to Core Resources: • Extra Support Readers • Provide options for comprehension • Tiered Content/Activities • Provide a variety of materials • Provide options for perception 	<ul style="list-style-type: none"> • myPerspectives Unit Planning Guide- ELD Companion Support • Audio Summary • Personalize for Learning English Language Support: Cognates(TE p 5) • Audio Summary • The Medicine Bag: Accessible Leveled Text • Personalize for Learning English Language Support: Understanding Connotations(TE p 14) • Personalize for Learning English Language Support: Vocabulary (TE p 17) • Analyze Craft and Structure: Figurative Meaning: Symbolism (RP) (TE p 23) • Word Study: Animal Words (RP) (TE p 24) 	<ul style="list-style-type: none"> • Enrichment Activities: Example: Vocabulary Lesson. Organize students into leveled groups and review the story vocabulary for "The Medicine Bag." Each group will analyze one vocabulary word, focusing on synonyms, antonyms, definitions, and visual representations. Advanced students will further engage by identifying a fifth element related to the word study, such as prefix, suffix, or origin. • Tiered content/activities: Create tasks with varying complexity to challenge advanced learners while ensuring they remain engaged and motivated. This method allows these students to explore subjects in greater depth, encouraging higher-order thinking and problem-solving skills.

		<ul style="list-style-type: none">• Conventions: Verbs in Active and Passive Voice (RP) (TE p 25)• Writing to Sources: Retelling a Story (RP) (TE p 26)• Personalize for Learning English Language Support: Considering Different Points of View (TE p 26)• English Language Support Lesson: Point of View (On Realize)• Speaking and Listening: Monologue (RP) (TE p 27)• Personalize for Learning English Language Support: Media Vocabulary (TE p 28)• Personalize for Learning English Language Support: Transitions (TE p 33)• Personalize for Learning English Language Support: Using Transitions (TE p 37)• Personalize for Learning English Language Support:• English Language Support Lesson: Connotation (On Realize)• Audio Summary• Hanging Fire/Translating Grandfather's House: Accessible Leveled Text• Personalize for Learning English Language Support: Idioms (TE p 56)• Word Study: Etymology (RP) (TE p 62)• Analyze Craft and Structure: Forms of Poetry (RP) (TE p 63)	<ul style="list-style-type: none">• Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation• Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students choices of activities in learning the content. Allow the student to 'buy' time for self-directed activities after material is learned.• Assessment Strategies: Provide self-checking materials. Provide tests at a higher level of thinking.• Environmental Strategies: Arrange for a mentor to work with the student in an area of interest. Cluster group gifted/talented students by areas of strength in the classroom Allow independent use of the library.• G&T Students Only: <i>Research the concepts of utopia and dystopia, examining their characteristics, historical examples, and representations in literature and media. Present your findings in an organized essay or a Google slides presentation to educate the class, discussing the key features of each concept, their societal implications, and how they reflect human aspirations and fears. Students should reflect on Trimester 1 texts to help support and construct their response.</i>• Additional independent reading assignments.
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- Personalize for Learning English Language Support: Musical Effects (TE p 63)
- Author’s Style: Word Choice (RP) (TE p 64)
- English Language Support Lesson: Word Choice (On Realize)
- Speaking and Listening: Group Discussion (RP) (TE p 65)
- Audio Summary
- Personalize for Learning English
- Personalize for Learning English Language Support: Read Aloud and Confirm Predictions (TE p 81)
- Accessible Leveled Texts for Independent Learning Selections (On Realize)

Supplemental Resources

Technology:

- Savvas Realize
- Edulastic
- brainpop.com
- achievethecore.com
- iReady
- Slidesmania link for free virtual interactive notebooks
- NoRedInk
- Prezi
- Viewpure
- Bookcreator
- Flipgrid
- Scratch
- TedED Talks
- Padlet

- Peardeck
- At Home Learning Experiences At Home (helpful website)
- Nearpod
- CommonLit: The Giver Text Set
- Youtube/Teachertube
- Sandford Harmony (SEL)
- Second Step (SEL)
- Middle School Community Rebuild Unit PDF (SEL)
- Character Strong (SEL)
- Conscious Discipline (SEL)
- From the Collaborative for Academic, Social, and Emotional Learning (CASEL): Reunite, Renew and Thrive: SEL Roadmap for Reopening School (SEL)
- Articles for Students: Seeing Through Dorothea's Eyes by Sudipta Bardhan and Marigolds by Eugenia Collier (Both from Common Lit) (SEL)

Other:

- Direct instruction using PowerPoint, hook activities, etc.
- Teacher-modeled reading to demonstrate Close Reading
- Numerous Protocols and Activities for Classroom Instruction
 - Numerous Protocols and Activities for Classroom Instruction

Activate/Build Prior Knowledge (Pre-Reading Activity for The Giver):

- Utilizing <http://www.dictionary.com>, begin by defining *utopia*. Ask students to brainstorm examples of *utopia* and *utopian societies*. (*Due to the popularity of this novel and subsequent motion picture, students may have a vague idea of this word and term/concept.*) In small groups, lead the students to discuss and list what some rules and/or components of such a society would be.
- Read Standards Focus - Author Biography and Genre pgs 9-11 (see Schoology Group for PDF)

Teacher Support Materials (to help in the instruction of the novel):

- A Guide for Discussion and Classroom Use: The Giver by Lois Lowry
- Scholastic - The Giver Lesson Plans
- PrestwickHouse.com -How to Teach the Giver
- 8th Grade ELA Schoology Group (resources found here)

- The Learning Network- Text to Text | ‘The Giver’ and ‘The Dark Side of Young Adult Fiction’

Supporting Texts:

- “Harrison Bergeron”, by Kurt Vonnegut
- “The Lottery”, by Shirley Jackson

Informational Text Resources:

- CNN.com- My Right to Die with Dignity by Brittany Maynard
- CommonLit - Democracy in America
- "Preamble" Constitution of the United States

Identified Themes/Thematic Connections:

- challenging society’s norms
- segregation
- isolation
- choice
- rules and order
- aging

New Jersey Legislative Statutes and Administrative Code Resources

(These articles can be used with Notice and Note Non-Fiction Signposts)

- myPerspectives Unit 1 “Rites of Passage”
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- *The Giver* by Lois Lowry
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)/(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- **ReadWriteThink: *Fighting Injustice by Studying Lessons of the Past***
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - Social injustice occurs every day all over the world. In this lesson, students research a few historical examples of social injustice.
- **NJDOE Diversity, Equity, and Inclusion Educational Resources- Sample Activities and Lessons- “Native American Cultures Across the US”**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- The Climate Reality Project The Giver

- Discuss with students Climate and Environmental injustice. What would it be like to live in a climate-controlled environment? How does this fit into a dystopian genre?
- **(Standards in Action: Climate Change)**

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Launch Text: Red Roses 560L ● Anchor Text: Short Story- The Medicine Bag 920L ● Media: Video- Apache Girl's Rite of Passage ● Poetry Collection: Hanging Fire, Translating Grandfather's House ● Independent Learning Texts <ul style="list-style-type: none"> ○ Memoir- Cub Pilot on the Mississippi 890L ● Novel: <i>The Giver</i> by Lois Lowery 	<ul style="list-style-type: none"> ● Vocabulary: Circulate the room and support students as they write their sample sentences. Provide a visual glossary on an anchor chart to scaffold. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. ● Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer and 	<ul style="list-style-type: none"> ● Audio Summary ● Accessible Leveled Text ● “Personalize for ELS” ● Linguistics: Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students’ native languages into English. Create sound-spelling cards with images to pronounce English sounds. ● Grammar Transfers: Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow the use of charts for grammar lessons and oral communication activities. ● Cognates: Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find 	<ul style="list-style-type: none"> ● Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Organizational/Behavioral Strategies: Use a Study Contract for students to achieve outcomes Use a Learning Log for independent or outside learning Establish a timeline for long-range projects ● Motivational Strategies: Provide fewer drill and practice activities when material is learned Give student choices of activities in learning the content Allow the student to ‘buy’ time for self-directed activities after material is learned ● Assessment Strategies: Give a pretest to allow the student to demonstrate mastery Provide self-checking materials Provide tests at a higher level of thinking

	<p>complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</p>	<p>cognates in authentic text and compare meanings with their native language.</p>	<ul style="list-style-type: none"> ● Environmental Strategies: Arrange for a mentor to work with the student in the interest area Cluster group gifted/talented students by areas of strength in the classroom Allow independent use of the library.
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. ● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals. ● Early planning can provide more options to pay for post-secondary training and employment. ● There are a variety of resources available to help navigate the career planning process. ● Employee benefits can influence your employment choices. ● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> ● 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,

		<p>photo exchanges, video postings) may impact opportunities for employment or advancement</p> <ul style="list-style-type: none">● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.● 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.● 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.● 9.2.8.CAP.8: Compare education and training requirements, income potential and primary duties of at least two jobs of interest.● 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships).● 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.● 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.● 9.2.8.CAP.12: Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.● 9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.● 9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.● 9.2.8.CAP.15: Present how the demand for certain skills, the job market and credentials can determine an individual's earning power.● 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.● 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.● 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
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		<ul style="list-style-type: none"> ● 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● How to Become a Children’s Doctor: Career and Education Roadmap ● How to Become a Teacher ● How to Teach Conversational Skills – An important skill for the workplace (Teacher Lesson) ● How to Become an Author/Illustrator ● How to Become a Newspaper Reporter ● How to Become a Poet 	

New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A 18A: 35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>