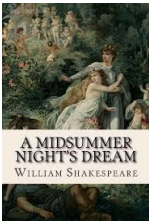


Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: 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
2	Unit 3: What Matters	Approximately 45 Days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p>Language Domain</p> <p>System and Structure of Language</p> <p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</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>E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>F. Use an ellipsis to indicate an omission.</p>	 <p>Essential Question/s:</p> <ul style="list-style-type: none"> When is it right to take a stand? <p>Whole Group Learning</p> <p>Instructional Resource: Launch Text - “Freedom of the Press?”</p> <p>Unit Introduction: pgs 254-261 Students will deepen their perspective about what it means to stand up for the things that matter by reading, writing, speaking, listening, and presenting. Have students copy the definition of an argument as explained on pg. 258</p>

G. Recognize spelling conventions.

Knowledge of Language

L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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)

Vocabulary Acquisition, Use and Literal Meaning

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.

- **Academic Vocabulary-** retory, candid, rectify, speculate, verify (NJSLS L.8.6)
- **Launch Text-** Students will read "*Freedom of the Press?*" Students will then be able to participate in discussions about modern technology.
- **Summary-** Students write a summary of the Launch Text
- **QuickWrite-** Students write a response to the prompt: What are the most effective tools for establishing and preserving freedom?

Instructional Resource: Anchor Text - "Barrington Irving, Pilot, and Educator" National Geographic SE pp. 264-275

Making Meaning:

- **Concept Vocabulary-** determination, pursue, accomplish, achieve, tackling, purposeful
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time
- **Comprehension Check-** Students complete comp. questions
- **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
- **Analyze Craft and Structure: Text Structures in Drama-** students will identify examples of direct characterization. **(Use Question #2A on page 271 as a RACECE response. Students use proper MLA format for their textual evidence.)**

Language Development:

- **Concept Vocabulary-** Students complete activities related to the Concept Vocabulary words
- **Word Study:** Latin Suffix: -ful
- **Conventions: Nouns and Pronouns-** Students identify examples of proper nouns, personal pronouns, possessive nouns, and possessive pronouns

Reading Domain	
<p>Reading Literature None for this unit</p> <p>Reading Informational 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> <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.</p> <p>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.</p> <p>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.</p>	<p><u>Effective Expression:</u></p> <ul style="list-style-type: none">• Speaking and Listening: Persuasive Presentation- Students create a presentation on one of the educational nonprofit organizations or programs mentioned in the article• SELECTION TEST <p><u>Instructional Resource: Anchor Text - “Three Cheers for the Nanny State” by Sarah Conly pgs 276-285</u></p> <p><u>Making Meaning</u></p> <ul style="list-style-type: none">• Concept Vocabulary- impose, justifiable, status quo, rational, principle• First Review- Students Notice, Annotate, Connect, Respond as they read the selection the first time• Comprehension Check-Students complete comp. questions• 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 (Use Question #1 on page 282 as a RACE response. Students should be sure to answer both part A and part b. Students use proper MLA format for their textual evidence.)• Analyze Craft and Structure: Author’s Argument- Students will identify facts the author uses to support her argument. (Use Question #2 on page 282 (Analyze the text Question) for a RACE response with the author's argument. Students use proper MLA format for their textual evidence.) <p><u>Language Development:</u></p> <ul style="list-style-type: none">• Concept Vocabulary- Students complete activities related to the Concept Vocabulary words• Word Study: Latin Suffix: -just• Conventions: Clauses- Students identify subordinate and relative clauses

Writing Domain	Interdisciplinary Connections:
<p>W.AW.8.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal or academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Social Studies:</p> <ul style="list-style-type: none">• The author mentions Prohibition in paragraph 1. Prohibition was a constitutional amendment banning alcohol. Have students research or provide them with resources about Prohibition. Divide students into presentation groups. Have different groups present on the following topics: What events led up to Prohibition? How did it become law? What did people do to get around this law? How did it cause the rise of organized crime? Why and how was it repealed? Have students present what they have learned in chronological order. <p><u>Instructional Resource: Anchor Text - “Ban the Ban!” by Sidney Anne Stone and “Soda’s a Problem, but…” by Karen Klein SE pgs 286-295</u></p> <p><u>Making Meaning:</u></p> <ul style="list-style-type: none">• Concept Vocabulary- implemented, mandates, intervene, intentions, dictate, exemption• First Review- Students Notice, Annotate, Connect, Respond as they read the selection the first time• Comprehension Check-Students complete comp. questions• Close Read- Students will review the timeline and record any new observations.• Analyze the Text- Students will respond to questions about the text, citing textual evidence (Use Question #2B on page 290 as a RACE response. Students use proper MLA format for their textual evidence.)• Analyze Craft & Structure: Conflicting Arguments- Students will answer questions about the differing arguments. (Complete Questions 1-4 on page 291 and for #5 create a thesis statement using Three Cheers for the Nanny State” as well.) <p><u>Language Development:</u></p> <ul style="list-style-type: none">• Concept Vocabulary- Students complete activities related to the Concept Vocabulary words

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.

C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events.

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.

D. Use precise language and domain/**grade level-specific** vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

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.

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

- **Word Study:** Latin Prefix ex-

Language Development:

- **Conventions: Basic Sentence Structures-** Students identify sentence structures and clauses.

Effective Expression: Research Simulation Task: You have read “Three Cheers for the Nanny State”, “Ban the Ban!”, and “Soda’s a Problem but...”. Each author presents their opinion on the New York City Soda Ban. Write an essay that analyzes how each source presents the NYC Soda Ban information. Is one author’s conclusion or interpretation of the facts more convincing than the others? (Do not do the problem-and-solution essay. Do this instead.) p. 294 third bullet point(**Do not do the problem-and-solution essay. Do this instead.**) **p. 294 third bullet point**

- Utilize NJSLA resources and released items to help your students better understand the Research Simulation Task.

Interdisciplinary Connections:

Science: “Ban the Ban”- In paragraph 2, the author refers to the obesity epidemic in this country. Since obesity has reached the level of epidemic, much research into the causes and possible solutions has been done. Have students select a subject related to the causes of obesity. Have them research their topic and make a brief presentation to the class. Presentations should contain five bullet points and an illustration. Remind students to show respect for each other’s ideas during presentations.

Instructional Resource: Small Group Texts

“Words Do Not Pay” by Chief Joseph

Making Meaning:

- **Concept Vocabulary-** misrepresentations, misunderstandings

<p>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.</p> <p>W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		<ul style="list-style-type: none"> ● First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time ● Comprehension Check: Students complete comp. questions ● 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 Words ● Word Study: Latin Root -mis- ● Analyze Craft and Structure: Persuasive Techniques and Word Choice- Students will analyze Chief Joseph’s persuasive techniques
<p>Speaking and Listening Domain</p>		
<p>SL.ES.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</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.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p>Language Development:</p> <ul style="list-style-type: none"> ● Author’s Style: Rhetorical- Students identify and correctly use parallelism ● SELECTION TEST
<p>Social and Emotional Learning:</p> <p style="text-align: center;"><i>Competencies</i></p>		<p>Social and Emotional Learning:</p> <p style="text-align: center;"><i>Sub-Competencies</i></p>
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>		<p>Self-Awareness</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
		<p>Interdisciplinary Connections:</p> <p>Social Studies: Direct students to the Background paragraph. Remind students that they will read Chief Joseph’s speech to the United States about his people, the Nez Percé, and how the government of the United States has treated them. What really happened between the Nez Percé and the United States government before and after this speech? Encourage students to research the treaties between the Nez Percé and the United States government and the outcome of Chief Joseph’s speech. Have students note how Chief Joseph’s contemporaries in the United States viewed him, and have them discuss why he is still remembered today</p>

	<ul style="list-style-type: none">● 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● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals. <p><u>Social Awareness</u></p> <ul style="list-style-type: none">● 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 <p><u>Relationship Skills</u></p> <ul style="list-style-type: none">● 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	<p>Weekly NJSLA Text- see separate document for suggested texts for each marking period. Texts will be used from CommonLit, AchievetheCore, ReadWriteThink, etc.</p> <p><u>Play for MP 3: A Midsummer’s Night Dream by William Shakespeare</u></p> <p>Anchor Text: “A Midsummer’s Night Dream”</p> <p>Pre-reading activity: Introduce Shakespeare using Sonnet 18, reviewing the Globe Theater, and using the author’s biography</p> <p>Act 1, Scene 1:</p> <ol style="list-style-type: none">1. How is Hippolyta’s reasoning concerning the speed with which the next four days will pass different from that of Theseus? Note how Shakespeare portrays the patience and calmness of Hippolyta in contrast to the impatience and need for action of Theseus.2. Why has Egeus brought his daughter and her two suitors to Theseus? What does Egeus expect him to do? What was the proper role for women/daughters in Athenian society, according to Egeus and Theseus?3. What is Theseus’ ruling concerning Hermia?4. How does Lysander’s comment about Demetrius’ previous love affair with Helena complicate things?5. What do Lysander and Hermia plan to do about this seemingly impossible situation?6. Hermia complains that she “frowns upon [Demetrius], yet he loves me still...I give him curses, yet he gives me love.” Why, do you suppose, Demetrius continues to pursue a young woman who doesn’t want him?7. Why do Lysander and Hermia tell Helena their plans?8. Even though Helena loves Demetrius and is Hermia’s old school friend, why does she decide to tell Demetrius of Hermia and Lysander’s plans? What does this show us about Helena?
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- 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.

Act 1, Scene 2:

1. Why does Nick Bottom want to play all the parts?
2. What other famous Shakespearean story does the plot of Pyramus and Thisby echo?
3. How do you suppose the threat of being hanged if they scare the ladies will affect the tradesmen's interpretation of the tragedy of Pyramus and Thisby?
4. In what way is this scene funny?
5. Where are the actors to meet the following night? Why are they rehearsing in this remote place?
6. Who else is meeting in these same woods at the same time? Why do you suppose Shakespeare has set up this coincidence?

Act 2, Scene 1:

1. Why are Oberon, the king of the fairies, and Titania, the queen of the fairies, fighting?
2. Name three of the numerous tricks Puck enjoys playing on humans.
3. How have Oberon and Titania been involved in the past with Theseus and Hippolyta, and why have they come to Athens?
4. What effect has their quarrel had on nature, on the seasons, on humans?
5. Why won't Titania give up the "changeling," or little Indian boy, to Oberon?
6. What does the juice from the "love-in-idleness" flower do to a person? How did the flower get this power?
7. This part of the play reminds one of the famous saying, "Love is blind." Describe a person from your real life experience or a character from a story/film (other than this one) who was unable to see a loved one's flaws.
8. What are Oberon's plans for Titania?
9. Helena tells Demetrius, "I am your spaniel." What does she mean by this? Is this the best approach to win back a former lover? Explain your answer.

10. When Demetrius warns that Helena won't be safe alone with him in the woods at night, what is her reply?
11. Helena says that women "cannot fight for love, as men may do; we should be wooed and were not made to woo." Do you agree with this idea or is this old-fashioned thinking today? Explain your answer.
12. What does Oberon tell Puck to do about Demetrius and Helena?

Act 2, Scene 2

1. What's ironic about the song the fairies sing to lull Titania to sleep?
2. Why does Hermia insist Lysander sleep a little bit away from her?
3. Why does Puck anoint Lysander's eyes with the juice from the flower?
4. Now that you've finished reading this scene, what's interesting about the lines when Hermia and Lysander are saying goodnight to each other?
5. How does Helena react to Lysander's sudden love for her when he awakens?
6. What was Hermia's dream? How is the dream a reflection of reality?
7. Who says this line? To whom does he think he's speaking? To whom is he really speaking?

Act 3, Scene 1:

1. How are the actors going to keep from scaring the ladies when Pyramus kills himself or when the lion roars?
2. How are the actors going to manage the setting/scenery such as the moonlight and the wall?
3. Why do the rest of the actors run off when Bottom reappears?
4. What does Puck plan to do when he follows after the other actors?
5. How does Bottom react to the hysterical shoutings of Snout and Quince?
6. Based on what we already know about Nick Bottom's character, why isn't he surprised that the lovely fairy queen is attracted to him?
7. Bottom says that "reason and love keep little company together nowadays." Why is this such an apt statement at this point in the play?

		<p>8. Now that Nick Bottom has been transformed, what do we realize is funny about his name?</p> <p>Act 3, Scene 2:</p> <ol style="list-style-type: none">1. When Puck describes to Oberon how the tradesmen/ actors reacted when they saw Bottom transformed into a jackass, what analogy does Puck use to describe the manner in which the men scattered? What does this analogy show us about the power that the fairy world has over the mortal world?2. What does Hermia accuse Demetrius of doing?3. How are Puck and Oberon going to correct Puck's earlier mistake?4. Why is Helena upset when Demetrius says he loves her? Isn't this what she had wanted all along?5. Of what does Helena accuse Hermia?6. Describe the friendship of Hermia and Helena in their younger days. What fruit analogy does Helena use to describe their former friendship?7. Helena and Hermia have similar names, but their physical appearance is quite different. Which girl is tall? Which is short? Which has dark hair and a darker complexion? Which is blond and pale/light?8. Why is Helena afraid of Hermia?9. What are Lysander and Demetrius' plans for each other?10. What does Oberon tell Puck to do about the two young men?11. What is Oberon going to do about Titania? 13. How well does Puck's trickery work? <p>Act 4, Scene 1:</p> <ol style="list-style-type: none">1. How has Bottom adjusted to the attention of Titania and her fairies?2. How does Oberon use Titania's infatuation with Bottom to help him gain custody of the Indian boy?3. What sort of explanation will Oberon make to Titania's question about what happened to her? Do you think he will tell her the truth?
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4. Why are Theseus, Hippolyta, Egeus, and the others out in the woods so early in the morning?
5. What is Theseus' first explanation of why the young people are asleep in the woods?
6. Explain Demetrius' meaning when he equates his hatred/love for Helena with sickness and food.
7. What is Theseus' decision concerning the four young people?
8. Why can't the young people be sure whether they are awake or dreaming?
9. Bottom believes he, too, has had a dream. What's funny about this short passage at the end of the scene?

Act 4, Scene 2:

1. What opinion do the other tradesmen/actors now have of Bottom since they think he is lost?
2. What do they most regret losing by not being able to perform the play?
3. Why must the tradesmen/actors hurry to the Duke's palace?

Act 5, Scene 1:

1. When discrediting the young Athenians' stories, Theseus says, "Lovers and madmen have such seething brains, such shaping fantasies, that apprehend more than cool reason ever comprehends." Explain his meaning. Do you agree with this idea? Explain your answer.
2. Why does Theseus choose to see the play Pyramus and Thisby rather than the other entertainment options?
3. What evidence do we have that Theseus is a kindhearted ruler?
4. How is Quince's prologue reflective of what Theseus predicted earlier in the scene?
5. What heavy-handed literary technique is being used in this line?
"Whereat with blade, with bloody, blameful blade, he bravely broach'd his boiling bloody breast."

6. Do you find the newlyweds' commentary during the play to be funny or annoying? Explain your answer. 7. In what way is Thisby/Flute's final speech humorous?
8. Write the lines from Theseus' last bit of text that show he actually enjoyed the play.
9. What wedding gift do Titania and Oberon give all three wedded couples?
10. What is the purpose of Puck's final speech? What's ironic (and sort of silly) about Shakespeare ending his play this way?

Assessments (Formative)

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

Formative Assessments:

- Quizzes
- Reader's Notebook
- Take and print photographs that capture the social issues addressed in the novel

Assessments (Summative)

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

Benchmarks:

Link it!

Summative Assessments:

- Unit 3 Test

- 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 PARCC exam. 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)**
- Example Question: Re-read page one, chapter one. What is the mood and tone of the story based only on that short section? Explain using text evidence.
- Use Analyze the Text questions as RACE questions

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
- Socratic Circles
 - 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?

- Selection Tests
- Various RACECE Questions

Performance-Based Assessments:

Research Simulation Task: You have read “Three Cheers for the Nanny State”, “Ban the Ban!”, and “Soda’s a Problem but...”. Each author presents their opinion on the New York City Soda Ban. Write an essay that analyzes how each source presents the NYC Soda Ban information. Is one author’s conclusion or interpretation of the facts more convincing than the others? **(Do not do the problem-and solution essay. Do this instead.) p. 294 third bullet point**

- Utilize NJSLA resources and released items to help your students better understand the Research Simulation Task. .

Unit Reflection: Students will reflect on the unit goals, learning strategies, the texts, and what taught them the most about standing up for what matters.

Synthesis for AMSND: In Act 1, Lysander says, “The course of true love never did run smooth.” For the couples in this play, this statement is certainly true. Using evidence from at least two of the couples, examine Shakespeare’s larger message to the audience about the nature of love. Feel free to use biographical information about Shakespeare’s own love life (properly cited, of course) as you examine his theme/message to the audience.

Argumentative Essay for AMSND: Some people say that parents know their teenagers better than anyone else in the world, while others say that parents know only one side of their teenagers’ personalities and rarely know the full person. With which side do you agree? Use AMSND to support your answer (Find articles that relate to this topic to allow for informational text to be used as well).

- What similarities exist between fictional characters and real people?
Can you generalize about the types of experiences that a human being encounters when navigating real life vs. fantasy?

**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"> • A Midsummer Night’s Dream by William Shakespeare • Freedom of the Press? (1000L) • Anchor Text, Magazine Article: <i>Barrington Irving, Pilot and Educator</i>, National Geographic (1110L) • Anchor Text, Opinion Piece: <i>Three Cheers for the Nanny State</i>, Sarah Conly (1180L) • Anchor Text, Opinion Pieces: <i>Ban the Ban!</i>, Sidney Anne Stone (930L) • Anchor Text, Opinion Pieces: <i>Soda’s a</i> 	<ul style="list-style-type: none"> • Text-to-speech applications • Anchor charts • Modified Version of Texts • Audio of Text • Large Font Text • Extra Support Readers • Provide options for comprehension • Tiered Content/Activities • Provide a variety of materials • Provide options for perception • Strategic Support in TE of myPerspectives 	<ul style="list-style-type: none"> • Teacher Edition sections for ELL Learners (ex. pg 80) • Spanish language version of the text (when available) • myPerspectives Unit Planning Guide- ELD Companion Support • Audio Summary • ESL Basics • Cultivate Relationships and be culturally responsive. • Topic choice • Reflection activities • Various assessment strategies • Pair work • Online Thesaurus • Extra Support Readers • Tiered Content/Activities 	<ul style="list-style-type: none"> • Savvas Challenges (ex on TEp. 269) • Research to Explore in TE • Novel/Book of choice • Write a research paper on a concept of society that you feel needs to be changed • Leadership Roles • Assign independent projects. • Speak to Student Interests • Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. • Tiered Content/Activities • Provide a variety of above-level material • Varied independent reading text • <i>Research Related Topics - Issues of public health are an important part of the American conversation. Reinforce that public health crises pose many challenges and lead to higher health care costs. Ask students to select a public health crisis in the United States. Have them create a presentation using Google slides to increase awareness of the crisis. (pg. 289)</i>

Problem but... Karin Klein (1250L)
● Persuasive Speech:
Words Do Not Pay, Chief Joseph (830L)

Supplemental Resources

Technology:

- Savvas Realize
- Edulastic
- brainpop.com
- Achieve The Core
- Slidesmania
- NoRedInk
- Prezi
- Viewpure
- Bookcreator
- Flipgrid
- Scratch
- TedED Talks
- Padlet
- Peardeck
- At Home Learning Experiences At Home (helpful website)
- Nearpod
- CommonLit
- Youtube/Teachertube
- Kelly Gallagher
- Sanford 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)

Other:

- Numerous Protocols and Activities for Classroom Instruction from EngageNY

Literature Resources:

- Five Great Comedies by Shakespeare
- Sonnet 18
- "Pyramus and Thisbe"
- Commonlit.org- Athena and Poseidon's Contest for Athens
- Commonlit.org- Adolescence and The Teenage Crush
- Commonlit.org- Answer to a Child's Question (poem)
- Commonlit.org- On Reverence for Parents (poem)
- A Literary Glossary for Literature and Language Arts (found on edsitement.neh.gov)

Informational Text Resources:

- British Library -William Shakespeare
- "Top Ten Reasons Shakespeare Did Not Write Shakespeare" from ebook, "The Shakespeare Authorship Question" by Keir Cutler, Ph.D.
- "The Shakespeare Shakedown" by Simon Schama (Newsweek)
- "Shakespeare's Universal Appeal Examined" by Jonathan Bate
- The Metre of A Midsummer Night's Dream
- Timeline of Shakespeare's Life
- The History of Shakespeare's A Midsummer Night's Dream (from Shakespeare-online)
- Early Modern English vs. Modern English at shakespeare.org.uk
- Ten Fun Facts about Shakespeare
- Shakespeare Birthplace Trust Teaching Resources

New Jersey Legislative Statutes and Administrative Code Resources

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

- myPerspectives Unit 3 "What Matters"
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) / (Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **"Here We Are" A Morehouse College CTEMS Production:** Students will watch the video to spark a discussion about the effects of taken a stand. Students should discuss the imagery used in the video.

<ul style="list-style-type: none"> • Anchor Text, Opinion Piece: <i>Three Cheers for the Nanny State</i>, Sarah Conly (1180L) • Anchor Text, Opinion Pieces: <i>Ban the Ban!</i>, Sidney Anne Stone (930L) • Anchor Text, Opinion Pieces: <i>Soda's a Problem but...</i> Karin Klein (1250L) • Persuasive Speech: <i>Words Do Not Pay</i>, Chief Joseph (830L) 	<p>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.</p> <ul style="list-style-type: none"> • Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. <p>Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer and complete it as a group.</p> <p>Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</p>	<p>where transfer of sounds occurs for English learners from students' native languages into English. Create sound-spelling cards with images to pronounce English sounds.</p> <ul style="list-style-type: none"> • 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 cognates in authentic text and compare meanings with their native language. 	<p>control their own lives. What message does he seem to be sending the audience about appearances and reality?</p> <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 the material is learned Give student choices of activities in learning the content Allow the student to 'buy' time for self-directed activities after the 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 • Environmental Strategies: Arrange for a mentor to work with the student in interest area Cluster group gifted/talented students by areas of strength in the classroom Allow independent use of the library.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<i>Core Ideas:</i>	<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.
	<i>Performance Expectation/s:</i>	<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, photo exchanges, video postings) may impact opportunities for employment or advancement ● 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.
- **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

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)

	<p>How to Become an Author/Illustrator How to Become a Newspaper Reporter How to Become a Poet How to Become a Historian</p>
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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>	X	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>