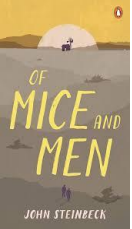
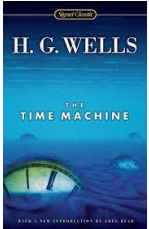


Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: 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
3	Unit 4: Human Intelligence & Unit 5: Invention	60 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>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>E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>F. Use an ellipsis to indicate an omission.</p> <p>G. Recognize spelling conventions.</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 style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><u>UNIT 4: Human Intelligence:</u></p> <p><u>Essential Question/s:</u> In what different ways can people be intelligent?</p> <p><u>Activity Description:</u></p> <p><u>Whole Group Learning</u></p> <p><u>Instructional Resource: Launch Text - “The Human Brain”</u> Unit Introduction: pgs 344-347</p>

<p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>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 contrary to fact).</p> <p>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.</p> <p>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.</p> <p>B. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p>	<ul style="list-style-type: none">• Students will deepen their perspective about human intelligence by reading, writing, speaking, listening, and presenting.• Have students copy the definition of an informative text as explained on pg. 344• Academic Vocabulary- assimilate tendency, integrate, observation, documentation.• Launch Text- Students will read “<i>The Human Brain</i>” Students will then be able to engage in discussions about human intelligence.• 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• QuickWrite- Students write a response to the prompt: What are the most effective tools for establishing and preserving freedom? <p>Interdisciplinary Connections:</p> <p>Science: The human brain is like a control panel. Have students research what different parts of the brain control. Have them use their research to create diagrams of the brain. Ask them to label the control centers and be prepared to share their diagrams with the class.</p> <p><u>Instructional Resource: Anchor Text - Flowers for Algernon by Daniel Keyes SE pp. 348-383</u></p> <p><u>Making Meaning:</u></p> <ul style="list-style-type: none">• Concept Vocabulary- subconscious, suspicion, despised, deterioration, despised, deterioration, introspective, regression• 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 (Use questions to focus on discussion)• Analyze Craft and Structure: Text Structures in Drama_students will identify examples of direct characterization. (Use Questions 2 as a RACECE. For Part B, use this question instead: “How does his diary reflect his changing mental state?”)
Reading Domain	
Reading Literature	

RL.CR.8.1. Cite a **range** of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine 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.**

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.**

RL.PP.8.5. Analyze how **an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the** characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.MF.8.6. Evaluate the choices made **(by the authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.**

RL.CT.8.8. Analyze and reflect on the author's idea in fiction and literary nonfiction texts (e.g. practical knowledge, historical/cultural context, and background knowledge) shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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.

Language Development:

- **Concept Vocabulary-** Students complete activities related to the Concept Vocabulary words
- **Word Study:** Latin Suffix: -sub-
- **Word Network-** Students add new words to Word Network
- **Conventions: Direct and Indirect Pronouns-** Students identify the subject, verb, direct object, and indirect object in sentences

Interdisciplinary Connections:

pg 353-Science: In paragraphs 6 and 7, Charlie talks about the Rorschach test. Help students understand what this test is and what purpose it serves, by providing background information. THEN have students work with partners. Provide each group with several inkblots. Have the students write down what they see. Have partners who want to share show the inkblots and their thoughts. Ask others to share what they see in the same inkblots.

pg 370- Science: What is the science of genius? In paragraph 163, Charlie talks about being a genius. In everyday life, the term genius is used freely, but what does it really mean? Ask students to explain what a genius is. Then, have students do research about what science says a genius really is. What are the measures? Are their tests? What scientific evidence is needed to prove someone is a genius? Can someone be a genius in some intellectual areas and not in others?

pg 374- Humanities: In paragraph 192, Charlie talks about John Milton and Paradise Lost. Provide students with background information about John Milton. Provide students with a summary of Paradise Lost. Ask students to work in pairs to answer the following question: Authors make decisions when they write. What they choose to include has a purpose. Why did the author choose to mention John Milton and Paradise Lost? Ask several volunteers to share their thoughts.

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.**

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.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.

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.**
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Instructional Resource: Small Group Texts

The Theory of Multiple Intelligences Infographic SE pgs 412-415

Making Meaning:

- **Media Vocabulary-** infographic, icons, labels and captions
- **First Read-** Students Look, Note, Connect, Respond as they review the media the first time
- **Comprehension Check-**Students complete comp. questions
- **Close Review-** Students will review the infographic record any new observations
- **Analyze the Media-** Students will respond to questions about the video, citing textual evidence

Effective Expression:

- **Speaking and Listening:** Group Discussion- Students take part in a discussion about the different types of intelligence shown on the infographic (**Focus as a group project**)
- **SELECTION TEST**

UNIT 5: Inventions

Essential Question/s:

Are inventions realized through inspiration or perspiration?

Activity Description:

Whole Group Learning

Instructional Resource: Launch Text - "Inspiration is Overrated!"

Unit Introduction: pgs 442-445

- Students will deepen their perspective about human intelligence by reading, writing, speaking, listening, and presenting.
- **Have students copy the definition of an argument as explained on pg. 442**

- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 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

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. 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.**

- A. **Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**

- **Academic Vocabulary**- assimilate, tendency, integrate, observation, documentation
- **Launch Text**- Students will read "*The Human Brain*" Students will then be able to engage in discussions about human intelligence.
- **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
- **QuickWrite**- Students write a response to the 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 PBA.

Use p. 459 for Propelling the Action: Character

"To Fly" from Space Chronicles by Neil deGrasse Tyson SE pgs 465-477 Making Meaning:

- **Concept Vocabulary**- myopic foresight, naivete, prescient, enable, seminal
- **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: Poetic Structures**- Students analyze the structure of poems (**Use Question #1 as a RACECE. Focus on short quotes using MLA format.**) p. 491
- **Concept Vocabulary**- Students complete activities related to the Concept Words

Language Development:

- **Word Study:** Old English Prefix fore-
- **Conventions:** Capitalization

<p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <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.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>Small Group Learning:</u></p> <p><u>“Nikola Tesla: The Greatest Inventor of All?” by Vicky Baez SE pgs 465-477</u></p> <p><u>Making Meaning:</u></p> <ul style="list-style-type: none"> ● Concept Vocabulary- myopic foresight, naivete, prescient, enable, seminal ● 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 Structure: Biographical Writing. ● Concept Vocabulary- Students complete activities related to the Concept Words <p><u>Language Development:</u></p> <ul style="list-style-type: none"> ● Word Study: Multiple-Meaning Words ● Conventions: Commas and Semicolons <p><u>Research Simulation Writing Task:</u> You have read “To Fly” from Space Chronicles by Neil deGrasse Tyson and “Nikola Tesla: The Greatest Inventor of All?” by Vicky Baez. Using The Theory of Multiple Intelligences Infographic from Unit 4, analyze and evaluate what types of intelligence were used for Tesla and the scientist discussed in “To Fly” to create their respective inventions?</p> <p><u>Instructional Resource: Independent Texts:</u></p> <p><u>Unit 4:</u></p> <ul style="list-style-type: none"> ● Argument: <i>Is Personal Intelligence Important?</i>, John D. Mayer, Ph.D. (1230L)
<p>Social and Emotional Learning:</p> <p><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p><i>Sub-Competencies</i></p>	
<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>	

- 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.

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.

- **Blog Post:** *Why Is Emotional Intelligence Important for Teens?*, Divya Parekh (1120L)
- **Explanatory Essay:** *The More You Know, the Smarter You Are?*, Jim Vega (1190L)
- **Expository Nonfiction:** *from The Future of the Mind*, Michio Kaku (1190L)

Unit 5:

- **Web Article:** *Ada Lovelace: A Science Legend*, Amitai Etzioni (1320L)
- **Web Article:** *Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize*, Kimberley Mok (1460)
- **News Article:** *Scientists Build Robot That Runs, Call it “Cheetah”*, Rodrique Ngowi (1380L)
- **Novel Excerpt:** *from The Time Machine*, H.G. Wells (830L)
- **Myth:** *Icarus and Daedalus*, retold by Josephine Preston Peabody (1100L)

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

Novels for MP 4: *Of Mice and Men* by John Steinbeck and *The Time Machine* by H.G. Wells

Anchor Text: *Of Mice and Men*

Pre-reading activity: Introduce Shakespeare by reviewing *The Great Depression*, *Dust Bowl*, and using the author’s biography

	<p><u>Responsible Decision-Making-</u></p> <ul style="list-style-type: none">• 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.	<p>Chapter 1:</p> <ol style="list-style-type: none">1. Look back at the first paragraph. In your own words, describe the setting. What is the narrator's tone? What mood is established? Write down one line from the opening paragraph and explain how it supports your conclusion about either the tone or mood.2. Physically describe Lennie and George. What's interesting about this contrast?3. What's the name of the town where George and Lennie last worked? What happened that caused the two men to run away from this town?4. How are George and Lennie different than other ranch workers? Cite a line of text from the chapter that supports your statement.5. Why did Aunt Clara give Lennie a rubber mouse? Why didn't he like it?6. Describe activities that show George acting as Lennie's parent/guardian.7. Describe activities that show Lennie behaving as an animal.8. George gets frustrated and yells at Lennie, saying, "...if I was alone I could live so easy. I could go get a job an' work, an' no trouble." Why, do you suppose, George hasn't left Lennie? Does George really want to be rid of Lennie? Explain your answer. <p>Chapter 2:</p> <ol style="list-style-type: none">1. The last guy who slept in George's bunk just up and "quit, the way a guy will." What does this show us about the lifestyle of the ranch men?2. What was the boss' Christmas gift to the men? What did they do for fun that night? What's the significance of this?3. Why does Curley, the boss' son, automatically hate Lennie?4. Why do you suppose Curley chose his wife to marry? What's the irony of this decision?5. What happened to Lulu's puppies? How is this significant?6. What is Carlson's problem with Candy's dog?7. Of the new characters in this chapter, which one do you like the best and why? <p>Chapter 3:</p> <ol style="list-style-type: none">1. When talking to Slim about Lennie, George says, "Funny...I used to have a hell of a lot of fun with 'im. Used to play jokes on 'im 'cause he was too dumb to take care of 'imself. But he was too dumb even to know he had a joke played on
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		<p>him...Tell you what made me stop that. One day a bunch of guys was standin' around up on the Sacramento River. I was feelin' pretty smart. I turns to Lennie and says, 'Jump in.' An' he jumps. Couldn't swim a stroke. He damn near drowned before we could get him. An' he was so damn nice to me for pullin' him out. Clean forgot I told him to jump in. Well, I ain't done nothing like that no more." What does this passage show us about Lennie? About George? About Slim?</p> <ol style="list-style-type: none">2. What are the two card games that George half-heartedly plays during this chapter? Assign some symbolic significance to either or both of the card games in the chapter.3. Carlson wants to put Candy's dog out of its misery. Candy wants the dog to remain alive. Who's right? Why? Also, symbolically connect the dog to Candy himself.4. How much money does Candy have? Where did he get the money? Why is Candy so keen to join George and Lennie on their dream farm?5. Why does Curley attack Lennie? Look closely at the scene. At what point does Lennie react/defend himself? What's the significance of this?6. Lennie has just maimed the boss' son. What does Slim do to ensure that George and Lennie won't get fired? <p>Chapter 4:</p> <ol style="list-style-type: none">1. How is the setting different in this chapter? How do your feelings change because of the difference?2. Why does Crooks have more items than most of the other men? Take a look at his belongings. Choose three specific items and explain what they show about this character.3. Despite the racial segregation of the time, Crooks asks to join Candy and Lennie on the dream farm. Later, he says he was "jus' foolin'. I wouldn' want to go no place like that." What causes his change of heart?4. "I could get you strung up on a tree so easy it ain't even funny." Who says this line? Discuss the power structure of the ranch. Which characters have power? Which don't? Where does Crooks rate in terms of power on the ranch?
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		<p>5. Why is George unhappy when he returns to the ranch? Is he right to be upset? Explain your answer.</p> <p>6. The idea of loneliness is a key part of this book. Write two lines spoken by Crooks, include the page number, where he directly talks about his feelings of loneliness.</p> <p>Chapter Five:</p> <ol style="list-style-type: none">1. List the reasons that Lennie gives to explain how the puppy is responsible for its own death. Are Lennie's arguments valid? Why or why not?2. Explain what happened to Curley's wife that led her to meet and quickly marry Curley.3. I know that you want to despise Curley's wife, but this chapter helps us to see her in a slightly different light, changing her from a static character to one who is more dynamic. Now that you know a bit of her background, how have your feelings about this character changed? Explain your answer.4. When Lennie runs away, he takes the dead puppy with him, saying, "I'll throw him away...It's bad enough like it is." What does this show us about his mental state?5. When all of the ranchers enter the barn, which one of them inspects Curley's wife's neck? What does this show us?6. The puppy can be seen as a symbol. How so? <p>Chapter 6:</p> <ol style="list-style-type: none">1. Other than the death of the puppy at the beginning of Chapter 5, what clues have there been throughout the book that lead up to Lennie's killing of Curley's wife?2. As Lennie is hiding in the brush waiting for George, he has two hallucinations. Describe the two separate hallucinations and explain how each are meaningful to Lennie and the reader.3. Look carefully at the dialogue between George and Lennie right before the shooting. What's interesting about the way George is talking?
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4. Slim says, “You hadda, George...I swear you hadda.” Is this true? What would have happened if George had waited another five minutes?
5. At what point did George decide he was going to have to kill Lennie? Look back over the end of Ch. 5 for clues.
6. Why can’t Candy and George still get the dream farm? Explain why George turns away from Candy in chapter 5.
7. What’s interesting about the last paragraph?

Anchor Text: The Time Machine

Pre-reading activity: Introduce H.G. Wells by reviewing the themes of science fiction. Have students, either in groups or whole class, brainstorm science fiction books/movies that they know and then list the characteristics of sci-fi. Segue into a discussion of the difference between sci-fi and fantasy. Have students write a brief description of their vision of the future; encourage them to extrapolate from current technology.

Ch. 1 - 3

1. Chapters 1 and 2 form part of the novel’s exposition. What information is the reader given here? What do we know of the Time Traveller’s personality?
2. Why do you suppose no names are given? How does this affect reader?
3. What is the time Traveler’s condition when he appears before his dinner guests? What accounts for his appearance? What do you suppose the guests thought?
4. How does the Time Traveler describe time travel? What does he see as begins his journey? How does the scene change as he moves farther into the future? What details does he give that make time travel seem plausible?
5. Describe the Time Traveler’s arrival in the future and what he finds there at the end of chapter 3.

Ch. 4 - 6

1. What further observations does the Time Traveler make of the people (the Eloi) he has met? What qualities do they have that seem negative to the Traveler? What positive qualities does he find in them?
2. What are the Time Traveler's thoughts about this future world?
3. What happens when the Time Traveler tries to gain the assistance of the Eloi to break into the Sphinx's pedestal? What does he decide after making this attempt?
4. What conclusion does the Time Traveler draw about the wells and towers he encounters?
5. What aspect of the Eloi's culture strikes the Time Traveler as paradoxical?
6. What does the Time Traveler first suppose about the Eloi and their fears? How does his opinion change and why?
7. What do we learn about the denizens of the future's Under-world? Describe his encounter with them.
8. What examples of foreshadowing do you find in his description of the Under-world?

Ch. 7-9

1. What is the Time Traveler's new fear? Why? How will he protect himself?
2. What realization does the Time Traveler come to about the relationship between the Eloi and the Morlocks? How does he come to this conclusion and how does he react?
3. How does the story telling change in chapter 7? What might be the author's purpose in making this shift?
4. What does the Palace of Green Porcelain turn out to be? Why might Describe their flight back towards the Sphinx. What is the fate of the Weena?
5. What philosophical themes does the Time Traveler ponder in chapters 7 and 8?
6. Wells have chosen to include the Palace in this story?

Ch.. 10 - Epilogue

1. What is ironic about the Time Traveler's perception of the scene he sees at the opening of chapter 10? What do you suppose he means when he says, "the dream of the human intellect [...] had committed suicide"?
2. Describe what the Time Traveler sees as he plunges into the future. What might the crabs symbolize?
3. What is the Time Traveler's first reaction when his machine finally takes him back home? How do his companions react to his story?
4. What proofs does the Time Traveler have to back up his story? Would you believe him if presented with such evidence? What do the dinner guests think?
5. Why does the narrator return to the Time Traveler's house? What does the narrator see and discover there?
6. What philosophical difference do we discover between the Time Traveler and the narrator (epilogue)?
7. What do you think of the author's use of a narrative frame? What are the pros and cons of such a technique?
8. What is the theme of this novel? Cite evidence from the text to support your position.
9. What is Wells' purpose in writing this novel? Do you feel that he has achieved his goal?

<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u> <u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● 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 <p>Literary Analysis Tasks:</p> <ul style="list-style-type: none"> ● 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) <ul style="list-style-type: none"> ● 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 <p>Classwork:</p> <ul style="list-style-type: none"> ● relevant student inquiry ● small group and/or whole-class discussions ● individual and/or group presentations 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● MP 4 District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit 4 Test ● Unit 5 Test ● Selection Tests ● Various RACECE Questions <p><u>Performance-Based Assessments:</u> <u>Research Simulation Writing Task:</u> You have read “To Fly” from Space Chronicles by Neil deGrasse Tyson and “Nikola Tesla: The Greatest Inventor of All?” by Vicky Baez. Using The Theory of Multiple Intelligences Infographic from Unit 4, analyze and evaluate what types of intelligence were used for Tesla and the scientist discussed in “To Fly” to create their respective inventions?</p> <p><u>Unit Reflection:</u> Students will reflect on the unit goals, learning strategies, the texts, and human intelligence.</p> <p><u>Literary Analysis for OMAM:</u> In the conclusion of John Steinbeck’s novel, <u>Of Mice and Men</u>, George was faced with a difficult decision. He chose to kill his one true friend Lennie. Was George justified in taking Lennie’s life? In a well-organized essay, convince your reader either that George was justified or was not justified in his actions. Throughout <u>Of Mice and Men</u>, we see a hierarchy of power. Discuss two of the characters in regards to how they were treated on the farm and how they dealt with such oppression. .</p>

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

Informative/Explanatory Writing for OMAM: Select 2 of the choices below

- Newspaper Assessment: Create a local newspaper set in the 1920's/1930's in the vicinity of Soledad/the ranch/surrounding towns. Include the following in your newspaper:
 - Two work wanted ads
 - Two letters-to-the-editor (written by two characters)
 - One obituary
 - One front page news article (detailing a key event at the ranch).
 - One editorial column (expressing an opinion about a key societal issue.
 - Extra Items: sports, photos, etc.
- Write an essay analyzing the similarities and differences between the American Dream today with Lenny and George's American Dream.

Literary Analysis for The Time Machine

Choose one to complete:

1. Wells looks into the far future and predicts the evolution of humans and their culture based on economic and biological factors. Explain how humanity split into the Eloi and the Morlocks. Use examples and details from the text to illustrate your points.
2. Wells' novel is more than just a good adventure story. If Wells' purpose in writing *The Time Machine* was cautionary, what is he warning us of? Does his warning still apply today?

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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"> ● The Human Brain (1120L) ● Anchor Text, Short Story: <i>Flowers for Algernon</i>, Daniel Keyes (830L) ● Script: <i>from Flowers for Algernon</i>, David Rogers ● Memoir: <i>from Blue Nines and Red Words, from Born on a Blue Day</i>, Daniel Tammet (1200L) ● Media, Infographic, <i>The Theory of Multiple Intelligences Infographic</i>, Howard Gardner ● Poetry Collection: <i>Retort</i>, Paul Laurence Dunbar (NP) ● Poetry Collection: <i>from The People, Yes</i>, Carl Sandburg (NP) 	<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 an invention of your choice and analyze how it has contributed to the advancement of human intelligence. Consider how this invention has impacted the way we learn, communicate, or solve problems. Be sure to explore both the invention's historical significance and its ongoing influence on society.</i>

<ul style="list-style-type: none">• Argument: <i>Is Personal Intelligence Important?</i>, John D. Mayer, Ph.D. (1230L)• Blog Post: <i>Why Is Emotional Intelligence Important for Teens?</i>, Divya Parekh (1120L)• Explanatory Essay: <i>The More You Know, the Smarter You Are?</i>, Jim Vega (1190L)• Expository Nonfiction: <i>from The Future of the Mind</i>, Michio Kaku (1190L)• Inspiration Is Overrated! (850L)• Anchor Text, Essay: <i>To Fly, from Space Chronicles</i>, Neil deGrasse Tyson (1220L)• Biography: <i>Nikola Tesla: The Greatest Inventor of All?</i>, Vicky Baez (860L)• Web Article: <i>Ada Lovelace: A Science Legend</i>, Amitai Etzioni (1320L)• Web Article: <i>Fermented Cow Dung</i>			
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*Air Freshener Wins
Two Students Top
Science Prize,*
Kimberley Mok (1460)

- News Article:
Scientists Build Robot
That Runs, Call it
“Cheetah”, Rodrique
Ngowi (1380L)
- Novel Excerpt: *from
The Time Machine,*
H.G. Wells (830L)
- Myth: *Icarus and
Daedalus*, retold by
Josephine Preston
Peabody (1100L)

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:

- Commonlit.org- "To A Mouse" by Robert Burns (poem)
- Commonlit.org- Burning a Book by William Stafford
- A Literary Glossary for Literature and Language Arts (found on edsitement.neh.gov)
- "Friendship Broken" by John Russell McCarthy (poem)
- "I Wandered as Lonely as a Cloud" by William Wordsworth (poem)
- "Do Not Stand At My Grave and Weep" by Mary Elizabeth Frye (poem)
- "I Hear America Singing" by Walt Whitman (poem)
- **Songs of the Time Period**
 - "Brother Can you Spare a Dime" by Bing Crosby
 - "Somewhere Over the Rainbow" by Judy Garland
 - "Stormy Weather" by Lena Horne
 - "Bette Davis Eyes" by Kim Carnes (not of 1930s but explains Curly's Wife)

Informational Text Resources:

- Text to Text I "Of Mice and Men" and 'Friendship in an Age of Economics' (New York Times The Learning Network)
- CommonLit- The Roaring Twenties
- CommonLit- The Dust Bowl
- Teacher Tube- The Great Depression
- PBS: The Dust Bowl
- Georgia O'Keeffe Museum (website)

New Jersey Legislative Statutes and Administrative Code Resources (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)/ (Amistad Law: N.J.S.A. 18A 52:16A-88) (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Standards in Action: Climate Change)

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

- **myPerspectives Unit 4 “Human Intelligence”**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **myPerspectives Unit 5 “Inventions”**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **Singers/Songwriters of the Time Period**
 - Cole Porter
 - Alberta Hunter
 - Ma Rainey
 - George Hannah
 - Bessie Smith
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)/(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- **NJDOE Diversity,Equity, and Inclusion Educational Resources- Sample Activities and Lessons- “Poverty and Unemployment:Exploring the Connections**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)/ (Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **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- “Teaching Writing for Diversity”**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)/ (Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **BANNED: Of Mice and Men (PBS)**
 - **Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **Race Relations in the 19030s and 1940s- Library of Congress**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)/ (Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **“Last Hired, First Fired: How the Great Depression Affected African Americans- History**
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **“A Man-Made Ecological Disaster: The Dust Bowl:PBS Learning Media**
 - **(Standards in Action: Climate Change)**
- **The Dust Bowl: National Drought Mitigation Center**
 - **(Standards in Action: Climate Change)**
- **The Dust Bowl:Library of Congress**
 - **(Standards in Action: Climate Change)**

<p style="text-align: center;">Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Allow for access to print and digital versions and exemplar of culminating Writing task ● The Grand Mosque of Paris (990L) ● Anchor Text, Drama: <i>The Diary of Anne Frank, Act I</i>, Frances Goodrich and Albert Hackett (NP) ● Anchor Text, Drama: <i>The Diary of Anne Frank, Act II</i>, Frances Goodrich and Albert Hackett (NP) ● Media, Timeline: <i>Frank Family and World War II</i>, Timeline ● Diary Entries: <i>from Anne Frank: The Diary of a Young Girl</i>, Anne Frank (1010L) ● Speech: <i>Acceptance Speech for the Nobel Peace Prize</i>, Elie Wiesel (770L) ● Media, Graphic Novel: <i>from Maus</i>, Art Spiegelman 	<ul style="list-style-type: none"> ● Highlighting and annotation of text. Text-To-Speech application. Anchor Chart for Vocabulary & Text Structure ● 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 	<ul style="list-style-type: none"> ● Personalized for Learning English Language Support in Teacher Edition (ex: pg 91, 115, 125, etc.) ● Four Corners Activity, Sentence Stems ● Anchor Chart for Vocabulary & Text Structure ● 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 use of charts for grammar lessons and oral communication activities. ● Cognates: Cognate strategy instruction helps students whose first language 	<ul style="list-style-type: none"> ● OMAM Extension Activity: 1. Collect two poems from American authors that reflect a theme from the novella. Write a paragraph for each describing how the lines relate to the novella. Create a poem of your own to reflect the theme of the novella. 2. Creative writing piece in the style of historical fiction ● 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

<ul style="list-style-type: none"> ● Television Transcript: <i>Saving the Children</i>, Bob Simon (740L) ● Reflective Essay: <i>A Great Adventure in the Shadow of War</i>, Mary Helen Dirks (1260L) ● Informative Article: <i>Irena Sendler: Rescuer of the Children of Warsaw</i>, Chana Kroll (1130L) ● Historical Writing: <i>Quiet Resistance</i>, from <i>Courageous Teen Resisters</i> (910L) ● News Article: <i>Remembering a Devoted Keeper of Anne Frank's Legacy</i>, Moni Basu (950L) ● First-Person Account: <i>I'll Go Fetch Her Tomorrow from Hidden Like Anne Frank</i>, Bloeme Emden with Marcel Prins (800L) 	<p>directly with students to begin planning their responses. Project a graphic organizer and 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>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>	<p>self-directed activities after the material is learned</p> <ul style="list-style-type: none"> ● 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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<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.

		<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none">● 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	
	<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● How to Become a Historian● How to Become a Farmer● How to Become a Banker● How to Become a Psychologist● How to Become a Special Education Teacher● How to Become a Behavior Therapist	

Content Area: English Language Arts (NJSLS-ELA) Grades 6 - 8
Grade: 8

Dev. Date:
July 2024

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>
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