



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English, Grade 8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English, Grade 8

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born Date Combine Reading and Language Arts
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Literary Analysis	21	Literary Analysis
2	Literary Analysis	22	Literary Analysis
3	Literary Analysis	23	Literary Analysis
4	Literary Analysis	24	Literary Analysis
5	Literary Analysis	25	Literary Analysis
6	Literary Analysis	26	Literary Analysis
7	Expository/Research	27	Expository/Research
8	Expository/Research	28	Expository/Research
9	Narrative	29	Narrative
10	Narrative	30	Narrative
Week	Marking Period 2	Week	Marking Period 4
11	Literary Analysis	31	Literary Analysis
12	Literary Analysis	32	Literary Analysis
13	Literary Analysis	33	Literary Analysis
14	Literary Analysis	34	Literary Analysis
15	Expository/Research	35	Expository/Research
16	Expository/Research	36	Expository/Research
17	Expository/Research	37	Narrative
18	Creative Expression	38	Narrative

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19	Creative Expression	39	Creative Expression
20	Creative Expression	40	Creative Expression

***Grammar and Vocabulary** are taught concurrently with other units throughout the course of the year

Core Instructional & Supplemental Materials including various levels of Texts

All Levels:

Night**

The Diary of Anne Frank

The Green Glass Sea

Define "Normal"***

The Call of the Wild**

Houghton Mifflin Language of Literature – Short Story Unit

Believe: The Victorious Story of Eric LeGrand**

NY Times Upfront Magazine

Newsela – Informational articles and text sets differentiated by reading level
(struggling readers; advanced readers)

Readworks

CommonLit.org

Supplemental Text for Advanced: ***And Then There Were None***

[NJ Climate Change Educational Resources*](#)

[NJ Diversity, Equity, and Inclusion Educational Resources**](#)

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

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DEPARTMENT English

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Time Frame	20 Weeks
Topic	
Literary Analysis Summer Reading Benchmark Mid Year Benchmark	
Alignment to Standards	
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. RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g. practical knowledge, historical/cultural context, and background knowledge) is 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. 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. C. Use appropriate transitions to create cohesions 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 t 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. 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,	

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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.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

D. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do readers and writers find the author's purpose for either a narrative piece or an informational piece?
- How do struggling readers and writers use strategies to interpret informal and formal pieces?
- How does finding connections between two works help the reader and writer in understanding and relating to a piece?
- What key elements in a writing piece help the reader and writer in finding connections between two seemingly different pieces?
- Why are mechanics, word choice, grammar, and spelling important to the overall effectiveness of a piece?

SWBAT demonstrate understanding of the following:

- Readers identify an author's purpose in a piece and elaborate/expand on his or her purpose for that piece.
- Once identifying the writer's purpose and writing style, the reader can respond and connect two pieces of work by focusing on the theme and/or key elements within the works.
- Skilled readers will connect various writings and genres based on specific elements within the pieces.
- Strong writers will use organizational patterns depending on the genre and purpose of writing.
- Coherence and flow depend on the organization of each paragraph as it contributes to the purpose and overall piece of the writing.
- An author's purpose affects organization, genre, and style

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Learning Activities:

- Apply strategies for understanding and analyzing narrative literature and formal writing pieces.
- Use content specific vocabulary to analyze and respond to various forms of literature.
- Recognize and use rhetorical devices to create strong arguments and connect pieces of literature
- Identify and connect characters, themes, literary devices, and/or plot development in two or more works.
- Use a block method or point-by-point method to compare two or more works.
- Gather/assembly/brainstorm information before they begin to write
- Identify different ways to write/approach introductions and conclusions
- Write thesis statements that are precise, unified, and restricted to their chosen topic
- Develop thoughtful paragraphs with topic sentences
- Read and analyze the novels *The Green Glass Sea* and *Define "Normal"* and note the social and artistic contributions of authors Ellen Klages and Julie Anne Peters**
- Read and analyze excerpts from the memoir *Believe: The Victorious Story of Eric LeGrande* and consider LeGrande's social contributions as a person with a disability**
- Read works of literature, including *Night*, and consider: How does reading contribute to the development of empathy, and help readers contribute to forging a diverse, equitable, and inclusive society?**

**NJ LGBT and Persons with Disabilities Education/NJ Diversity, Equity, and Inclusion Education

Assessments

Summative:

- Formal Essays
- Book Talk Presentations

Formative:

- Reading quizzes through Kahoot!/other digital platform
- Public Speaking assessment
- Interactive Notebooks
- Graphic Organizer assessment

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COURSE English, Grade 8

Alternative:

- Peer/Self-Assessment
- Observation of class/online discussion
- Reading Conferences
- Writing Conferences

Benchmark:

- Literary Analysis Essay

Interdisciplinary Connections

Night Unit of Study: Students will consider how *Night* and other works of study on the topic of the Holocaust inspire a realization that that fundamental rights are derived from the inherent worth of each individual, as well as the responsibility of governments and individuals to safeguard those rights:

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Career Readiness, Life Literacies, and Key Skills

Students will utilize Newsela, NYTimes Upfront, Readworks, and CommonLit to read and analyze nonfiction/informational texts from the subject areas of history/social studies and science/technical subjects, that develop or extend the themes found in novels, short stories, or poetry encountered throughout the year:

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration

Students will utilize Newsela, NYTimes Upfront, Readworks, and CommonLit to read and analyze nonfiction/informational texts from the subject areas of history/social studies and science/technical subjects, that develop or extend the themes found in novels, short stories, or poetry encountered throughout the year:

Students will access digital resources to conduct research and investigations which extend their knowledge.

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

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

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COURSE English, Grade 8

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP11. Use technology to enhance productivity.

Time Frame

6 Weeks

Topic

Narrative

Alignment to Standards

RI.IT.8.3 Analyze how particular elements of a text interact (e.g. how contexts influence individuals, or events, 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 and by acknowledging and responding to conflicting evidence or viewpoints.

RL.CI.8.2. Determine a 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.IT.8.3. Analyze how particular elements of a text interact (e.g. how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

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 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.

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

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COURSE English, Grade 8

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 experience and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.RW.8.7. Write routinely over extended time frames (with 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.

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

A. Interpret figures of speech (e.g., verbal irony, puns) in context.

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

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

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Learning Objectives and Activities

SWBAT answer the following questions:

- How does a writer's style and form contribute to the overall theme?
- How do skilled readers and writers approach and experience narratives?
- How do authors create an interplay of details in order to support and develop their purpose?
- What purpose do literary devices serve in propelling the plot and theme?
- How does the setting of the novel help the writer to include relevant colloquialisms and allusions?

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COURSE English, Grade 8

SWBAT demonstrate understanding of the following:

- Literary devices, voice, theme, and imaginative language enhances the audience's understanding of a piece.
- Character depth, realistic dialogue, and a clear resolution strengthens a storyline.
- Stylistic writers can influence and inspire reluctant readers and critics.
- A relatable theme can be developed through symbolism and literary devices
- Dialogue and colloquialisms can add to the reader's connection to the character.
- Readers quickly identify an author's purpose in a piece and elaborate/expand on his or her purpose for that piece.

Learning Activities:

- Identify and use literary elements in isolation, via close-reading and annotation
- Consider the interplay of literary elements in order to support a deeper reading and understanding of the author's style
- Determine which type of narrative is most appropriate to audience and message
- Draft, revise, and support sophisticated narratives and statements of theme
- Create and develop conflict/resolution that support a theme and related narrative elements
- Support and continue conflict development with dialogue, language choice, sentence structure
- Apply these skills to personal reading experience without teacher guidance

Assessments

Summative:

- Formal Essays – Narrative Compositions

Formative:

- Reading quizzes through Kahoot!/other digital platform
- Public Speaking assessment
- Interactive Notebooks
- Graphic Organizer assessment

Alternative:

- Peer/Self-Assessment
- Observation of class/online discussion
- Reading Conferences
- Writing Conferences

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COURSE English, Grade 8

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Apply Critical Thinking and Problem-solving skills to the process of crafting solutions to problems/conflicts/obstacles in realistic and imaginative narratives:

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Technology Integration

Students will use Google Apps for Education to produce, edit, collaborate, and distribute writing:

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

Online reflection, sharing, and discussion activities:

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies

Time Frame

8 Weeks

Topic

Expository/Research

Alignment to Standards

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.

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COURSE English, Grade 8

RI.PP.8.5 Analyze how an author conveys or develops their perspective or purpose in a text and 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. CC

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.

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.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

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.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.

D. Establish and maintain a formal or academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

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,

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DEPARTMENT English

COURSE English, Grade 8

quotations or other information and examples.

C. Use appropriate transitions to create cohesions 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 t 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 have been addressed.

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

W.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. CC

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.

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.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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





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DEPARTMENT English

COURSE English, Grade 8

and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- How do readers and writers identify and write an unbiased and factual piece?
- How do struggling readers and writers use strategies to interpret formal and scholarly pieces?
- Why is it important to use credible websites when citing information?
- How does using various sources to defend an argument make the argument more substantial and legitimate?
- What key elements are needed in writing a research paper?
- Why are mechanics, word choice, grammar, and spelling important to the overall effectiveness of a piece?
- What is the purpose of using MLA format?
- What is plagiarism?

SWBAT demonstrate understanding of the following:

- Readers quickly identify an informative piece as factual, biased, or fabricated.
- Once identifying the chosen research topic, the researcher will gather and organize all sources properly and effectively.
- Skilled researchers will connect various articles, journals, videos, and graphs based on specific elements within the pieces.
- Strong writers will use organizational patterns to inform or defend his or her piece.
- Coherence and flow depend on the organization of each paragraph as it contributes to the purpose and overall piece of the writing.

Learning Activities:

- Define and avoid plagiarism
- Create a schedule for the research process allowing him or her to stick to time allocations
- Select a topic focusing on relevance, importance, and fervor he or she may have on the chosen topic.
- Identify legitimate websites, biased websites, and false websites
- Find, evaluate, fact check sources
- Properly use MLA format using in text citations properly and creating a Works Cited page

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COURSE English, Grade 8

- Formulate strong and effective three point thesis statements
- Fluently write a research paper transitioning from quotes, paraphrasing, and filling in the gaps.
- Students will view excerpts from the documentary *An Inconvenient Truth*, and consider how the filmmakers used storytelling techniques that echo expository/research techniques used in writing. Students will write a formal introduction using facts from the documentary, and discuss the impact of the changing climate on local and global communities.*

*NJ Climate Change Education

Assessments

Summative:

- Formal Essays – Research Paper Composition
- Research Presentations

Formative:

- Reading quizzes through Kahoot!/other digital platform
- Interactive Notebooks
- Graphic Organizer assessment
- MLA Format Quiz
-

Alternative:

- Peer/Self-Assessment
- Observation of class/online discussion
- Reading Conferences
- Writing Conferences

Interdisciplinary Connections

Inconvenient Truth writing and discussion activities:

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century.

Career Readiness, Life Literacies, and Key Skills

Project-Based Research Unit of Study:

9.3.ST-SM.2 Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

Technology Integration

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COURSE English, Grade 8

Project-Based Research Unit of Study:

Students will access digital resources to conduct research and investigations which extend their knowledge.

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

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

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame	6 Weeks
Topic	
Creative Expression	
Alignment to Standards	
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) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. 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, 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	

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DEPARTMENT English

COURSE English, Grade 8

a text and by acknowledging and responding to conflicting evidence or viewpoints.
RL.CI.8.2. Determine a 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.IT.8.3. Analyze how particular elements of a text interact (e.g. how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.MF.8.6. Evaluate the choices made (by 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.

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 experience and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation. CC

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does creative expression differentiate from formal expression?
- What are the traits of creative writing and/or expression?
- How does the author's personal experience influence the expressed piece, whether expressed through media or the written language?
- How does the writer's purpose connect with the form and content of the

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DEPARTMENT English

COURSE English, Grade 8

chosen expression?

- Why is voice and stylistic approach especially important in the overall effectiveness of a piece?
- What purposes and audiences are served by portfolios?
- How are portfolios used for evaluation?

SWBAT demonstrate understanding of the following:

- Authors/Artists “can break the rules when they know the rules” while producing an expressive piece.
- Literary devices, voice, theme, and imaginative language enhances the audience’s understanding of a piece.
- Analyzing and understanding the artist can amplify the audience’s understanding of the overall piece.
- Skilled writers can use personal experience to strengthen their connection to their audience and exemplify their purpose.
- Stylistic writers can influence and inspire reluctant readers and critics.
- A filmmaker follows the essential writing process
- Portfolios document the significant developmental milestones that mark a writer's progress from planning to publishing, from the beginning of the process towards definable curriculum goals at the end of the process

Learning Activities:

- Vary their artistic writing approach based on their chosen project
- Identify and use various writing styles to express their purpose
- Develop a “voice” to help express their overall message, theme, and purpose.
- Acquire content specific vocabulary and phrases related to the creative piece
- Read and recognize literary devices and sound devices within children’s books to enhance memorization and understanding
- Identify the steps in plot development and their purpose in achieving a strong theme
- Reflect on work placed into a portfolio

Assessments

Summative:

- Documentary Project Assessment
- Portfolio Reflection/Update Assessment

Formative:

- Test/Quizzes
- Children’s Book

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COURSE English, Grade 8

- Written Poetry
- Memoir – Writers' Conferences
- Life Map assessment

Alternative:

- Observation of Class Discussion
- Peer/Self-Assessment

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Digital Portfolio Update:

Students will maintain a digital portfolio showing learning and growth from the class, including reflection on college and career planning and goal-setting.

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.

Technology Integration

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame	Throughout the course of the year
Topic	
Vocabulary and Grammar	

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Alignment to Standards

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

B. Form and use verbs in the active and passive voice.

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D. Recognize and correct inappropriate shifts in verb voice and mood.

E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

F. Use an ellipsis to indicate an omission.

G. Recognize spelling conventions.

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 contrary to fact).

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

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

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

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

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

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

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

A. Interpret figures of speech (e.g., verbal irony, puns) in context.

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

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COURSE English, Grade 8

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

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Learning Objectives and Activities

SWBAT answer the following questions:

- How does the use of advanced vocabulary help to progress the writer's plot and/or purpose?
- How does the use of advanced vocabulary help to enhance the speaker's argument and validity?
- How does the understanding of advanced vocabulary help the reader to comprehend the writer's writing style and purpose?
- What benefits do a skilled speaker, reader, and writer achieve through the use and understanding of advanced and mature vocabulary?
- What is meant by "proper grammar"?
- How are sentence types (Compound, Complex, Compound-Complex) used correctly?
- How does varying sentence types improve writing?
- Why is proper grammar advantageous in writing and speaking?
- How is proper capitalization, punctuation, and spelling attainable?

SWBAT demonstrate understanding of the following:

- Writers apply varied and advanced diction to help propel the plot, purpose, and theme of his or her writing piece.
- Speakers gain credibility in a debate and public speaking through use of advanced and purposeful vocabulary.
- Readers are able to read and comprehend higher level text in any subject, genre, and format.
- Writers, speakers, and readers find greater influence in projecting their point/purpose while experiencing greater ease in understanding and comprehending advance material and discussions.
- Skilled readers can recognize the sentence and its parts
- Skilled writers use capitalization and punctuation effectively
- Readers recognize all parts of speech and how syntax can change the word's part of speech
- Writers demonstrate sentence variation
- Identify and choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas and different emotions.

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COURSE English, Grade 8

- Understand that using varied language can more accurately express and explain ideas

Learning Activities:

- Define and use advanced vocabulary in writing, speaking, and reading.
- Compare and connect advanced vocabulary to other synonymous terminology.
- Determine the difference between denotation and connotation when using domain specific terms.
- Apply content specific vocabulary to analyze various text and forms of media.
- Use context clue and word part analysis to determine the meaning of unfamiliar words
- Vary simple, compound, complex, and compound-complex sentences in writing.
- Use capitalization and punctuation properly
- Vary sentences depending on the purpose of the section
- Recognize parts of speech within writing

Assessments

Summative:

- Unit Vocabulary/Grammar Assessments

Formative:

- Educational Games (Pictionary, crosswords, Kahoot, etc)
- Digital Platform Quizzes

Alternative:

- Writers' Conferences
- Peer/Self-Assessment
- Observation of Class Discussion

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Students will use digital resources such as Quill.org, NoRedInk, Khan Academy,

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Quizizz, and Quizlet on an on-going basis to review unit content, organize learning materials, and to apply and extend their learning.

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

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group

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- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

