Wall Township Public Schools	Board Approval Date: August 20, 2024

Course Title: ELA 8

Course Description: The 8th-grade English Language Arts course is designed to engage students in a comprehensive exploration of language, literature, and communication skills. Through a variety of instructional strategies and activities, students will develop critical reading, writing, speaking, and listening skills while deepening their understanding of the English language.

Reading: Students will read a diverse selection of fiction and non-fiction texts, including novels, short stories, poems, essays, and informational articles. They will analyze literary elements such as plot, character, theme, setting, and point of view, while also examining authorial techniques and literary devices. Through close reading, text-dependent questioning, and collaborative discussions, students will develop their ability to comprehend and interpret complex texts.

Writing: Students will engage in a variety of writing tasks designed to strengthen their writing proficiency across different genres and purposes. They will learn to craft well-organized and coherent paragraphs and essays, focusing on clear thesis statements, logical arguments, and supporting evidence. Students will also explore narrative, descriptive, expository, and persuasive writing, honing their skills in creative expression, analytical thinking, and effective communication.

Vocabulary and Language Skills: Students will expand their vocabulary and language skills through direct instruction, contextual analysis, and application exercises. They will learn to

identify and use various word forms, meanings, and usage conventions, enhancing their ability to comprehend and produce written and spoken language effectively.

Speaking and Listening: Students will engage in oral communication activities designed to develop their speaking and listening skills. They will participate in class discussions, presentations, debates, and collaborative group work, learning to articulate their ideas clearly, listen attentively to others, and engage in respectful dialogue.

Media Literacy: Students will explore the role of media in shaping perspectives and disseminating information. They will learn to critically evaluate media messages, identify bias and propaganda, and analyze the impact of media on society and culture.

Research Skills: Students will learn basic research skills, including conducting research, evaluating sources, and citing evidence properly. They will engage in research projects that require them to gather information from multiple sources, synthesize findings, and present their findings in written and/or oral formats.

Throughout the course, students will be encouraged to think critically, communicate effectively, write with clarity, and develop a lifelong love of reading and learning. By the end of the 8th grade, students will have acquired the skills and knowledge necessary to succeed in high school and beyond, both academically and personally.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities

of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.
- Acquisition of Vocabulary: Learning and applying sophisticated vocabulary for effective communication when speaking and writing.

Inclusion of Climate Change Opportunities

( **)** notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1- Unraveling Themes Through A Whole Class Novel Study	22 days
Unit 2- Beyond the Pages: Crafting Continuations in Narrative Writing	13 days
Unit 3- Shifting Views: Exploring Perspective Through Book Clubs	24 days
Unit 4- Mastering Persuasion: Analyzing and Crafting Compelling Arguments	26 days
Unit 5- Investigating Dystopian Worlds Through Collaborative Book Clubs	25 days
Unit 6- Echoes of History: Comprehension of, and Reverence for, the Holocaust through Comparative Analysis	20 days
Unit 7- Test Prep: Preparing for Success	15 days
Unit 8- Reflecting on Life Stories: Reading and Writing Memoirs	15 days

Unit 1

Desired Results

Unit 1: Unraveling Themes Through A Whole Class Novel Study

Unit Summary: In this comprehensive unit, 8th-grade students will embark on an immersive journey into the world of fiction through a whole class novel study. Through the exploration of a carefully selected fiction novel, students will delve deep into its themes, characters, and settings, fostering a deeper understanding of the power of storytelling. The unit begins with an introduction to the chosen novel, where students will engage in interactive discussions and pre-reading exercises. As students dive into the novel, they will participate in guided reading sessions, close reading activities, and literary analysis discussions to uncover the layers of meaning within the text. Through guided questions and scaffolded activities, students will develop critical thinking skills as they analyze character development, identify key plot points, and explore the author's use of language and literary devices. Throughout the unit, students will also have the opportunity to express their understanding and interpretation of the novel through various explanatory and analytical writing tasks to demonstrate their comprehension and critical thinking skills in diverse ways. By the conclusion of the unit, students will have developed a richer appreciation for the complexities of fiction and the ways in which stories can illuminate universal truths about the human experience. They will emerge as more discerning readers and thoughtful interpreters of literature, equipped with the skills and insights needed to engage with a wide range of texts both inside and outside the classroom.

Learning Standards

NJSLS:

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

B. Form and use verbs in the active and passive voice.
D. Recognize and correct inappropriate shifts in verb voice and mood.

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).

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 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.

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.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.

9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

Computer Science & Design Thinking *(CS & DT)*:

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues (technology used to protect and/or mitigate health impacts) and use data to justify which choice is best.

MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Interdisciplinary Connections:

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (MS-LS2-2)

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What do characters' thoughts and actions reveal about the theme of the story? • How does the topic and information presented develop the central idea of the text?	• Characterization is revealed through what a character says and does.

• How does a person's environment shape his or her behavior? • How can I use the relationship between the main idea and details to summarize the text? • What do you think the author wants you to learn from this story? • How might your understanding of the theme of this story make your own life better? • What character traits and attitudes are necessary for survival? • What causes characters to change in a story? • How are the lives of different characters from various texts impacted by their ability to overcome hardships?	• Theme is revealed both by how characters in a story behave and by what happens to the characters in the story. • Human nature can be influenced by both external and internal factors. • Analyze fiction elements including setting, characterization, plot, and conflict to develop themes. • Word choice can be used to develop the author's tone and mood. • Make connections between informational and realistic fiction texts. • Gain knowledge of hobbies and harness interests through reading.

Vocabulary/Grammar:

from *Vocabulary Workshop*:

- Benchmark Assessment
- Unit 1: Greetings from the WPA (The Great Depression) and literary text pairings
- Unit 2: Instant Cash (The invention of the Automated Teller Machine-banking) and literary text pairings

from *Grammar for Writing*:

- Chapter 8: Verbs
    - 8.4 Tenses
    - 8.5 Active/Passive Voice

from *Wild River*:

- impish, sullen, steep, oblivious, retrofit, portage, duly, sentry, ravine, sheer, subside, defiant, ration, plummet, grudgingly, rummage, kindling, brandish, bramble, jut, seethe, gorge, coax, solemn, hub,wistful. keen, yoke, vigilant, erode, expedition, protrude, pivot, careen, eddy, revolting, improvise, leer, utterly, dejected, unanimous, contempt, baffled, resolute, patent, leaden, frantic, frail, amble, grimace, delirium, inflict, jounce, buoyant, pirouette, cadaver, spectacle

Academic Vocabulary:

- theme, perspective, tone, informative/explanatory texts, analysis, central idea

Students will be able to:

- Cite textual evidence and make clear and relevant connections to strongly support an analysis.
- Determine a theme of a literary text and how it is conveyed through particular details of the text.
- Provide a summary of the text distinct from personal opinions or judgments.
- Analyze how particular elements of a text interact.
- Determine a central idea of an informational text and how it is conveyed through particular details.
- Analyze the impact of specific word choices on meaning and tone.
- Analyze the main ideas and supporting details presented orally and explain how the ideas clarify a topic or text.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Effectively use verbs in the active and passive voice.
- Recognize and correct inappropriate shifts in verb tense.
- Use context as a clue to the meaning of a word or phrase.
- Use common Greek or Latin affixes and roots as clues to the meaning of a word
- Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Check the preliminary determination of the meaning of a word or phrase.

Learning Activities: *Potential Learning Activities can include:*

- Mini Lessons from Grammar for Writing
- Mini Lessons from Vocabulary Workshop
- Establish each student's prior understanding through a relatable hook (story, survey, posing questions, webquest)
- Engage in whole-class reading.
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Independent reading with note taking and comprehension practice.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Respond to text weekly using reading responses.
- Read nonfiction articles to make real world connections to the text.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Climate Change
    - *Wild River* by Rodman Philbrick
        - The flooding disaster that drives the survival plot can be connected to increasing extreme weather events caused by climate change. The novel opens space for discussions about environmental responsibility, human impact, and natural disaster preparedness.
- Climate Change
    - "Global and Regional Increase of Precipitation Extremes Under Global Warming" by Simon Michael Papalexiou & Alberto Montanari

        - The entire article is about climate science, global warming, and extreme weather patterns.
- Climate Change and Diversity, Equity and Inclusion [DEI]
    - "Whose Crazies Are They? How the Crazy Mountains Became Ground Zero in Montana's Most Vexing Land Debate" by by Atmanda Egger
        - The land management and conservation lens ties directly to Climate Change. The debate over preserving wildlands vs. developing them is central to climate resilience, environmental stewardship, and sustainability.
        - Indigenous land rights and the question of "whose land is it?" are at the core of the Crazy Mountains dispute. This article highlights issues of equity, cultural respect, and inclusion of Indigenous voices in land management decisions and reinforces the importance of acknowledging and respecting historically silenced communities.

Assessment Evidence
Formative Assessments: • Vocabulary/Grammar Quizzes • Reading Responses • Comprehension Questions • Summary Writing • Informational Writing • Think/Pair/Share • Exit Tickets/Closure • Levels of Understanding
Summative Assessments • On-Demand Reading Assessment with multiple-choice and short constructed response questions • *Wild River* Project
Common Benchmark Assessments:

- IXL Diagnostic

Alternative Assessments:

- Modified Assignments
- *Wild River* Essay

Core Instructional & Supplemental Materials

Text Resources:

- 9/11 Activity- "Boatlift" Video
- *Wild River* by Rodman Philbrick
- "When the River Breaks"
- "Global and Regional Increase of Precipitation Extremes Under Global Warming" by Simon Michael Papalexiou & Alberto Montanari
- "Whose Crazies Are They? How the Crazy Mountains Became Ground Zero in Montana's Most Vexing Land Debate" by by Atmanda Egger
- The 1972 Andes Flight Disaster

Supplemental Resources

- CommonLit
- i-Ready
- Vocabulary Workshop (online resources)
- Learning Ally

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Graphic Organizers
- Audiobooks
- Chapter Summaries and Notes

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Think-pair-share
- Cooperative learning groups
- Audiobooks
- Chapter Summaries and Notes

Students at Risk of Failure

- Home/School Connection
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share
- Small Group Instruction
- Work Alone Choice vs. Group Work Choice
- Graphic Organizers
- Audiobooks
- Chapter Summaries and Notes

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping

- Small Group In-Depth Instruction
- Differentiated Online Practice
- Enrichment Activities

Unit 2

Desired Results

Unit 2: Beyond the Pages: Crafting Continuations in Narrative Writing

Unit Summary: In this dynamic unit, 8th-grade students will embark on an exciting literary journey as they dive into the art of narrative continuation. Building upon their foundational understanding of storytelling, students will explore how to extend and expand upon existing narratives, putting their creative minds to work in crafting compelling continuations. The unit begins with an exploration of narrative structure, where students analyze various narrative elements such as character, setting, plot, and theme. Through close reading and discussion of sample texts, students will identify key components that contribute to a cohesive narrative. Next, students will engage in hands-on activities and writing exercises designed to deepen their understanding of character development and plot progression. They will learn techniques for building complex characters and crafting intriguing plot twists that propel the story forward. As students immerse themselves in the world of narrative continuation, they will have the opportunity to continue a piece of literature. Students will exercise their creativity and critical thinking skills as they bring their visions to life on the page. By the end of the unit, students will have developed a deeper appreciation for the storytelling process and honed their ability to craft compelling narratives. They will emerge as more confident writers, equipped with the skills and strategies needed to continue their literary journeys beyond the classroom.

Learning Standards

NJSLS:

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

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

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

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.

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).

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 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.

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

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

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

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Computer Science & Design Thinking *(CS & DT)*:

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do writers vary their writing for different purposes and audiences? • What role do grammar and mechanics play in crafting a solid piece of writing?	• A writer's voice and word choice must be deliberate so his/her message is clearly conveyed and the tone used must be appropriate to the writing task.

• What elements contribute to a compelling story, and how do they do so? • How do authors develop ideas, characters, and events within the text? • What is the author's point of view? • What brings a character to life?	• Comprehension of the story to note the setting, point of view, character traits, plot, and writer's style are necessary to effectively create an ending to a story. • Transition words or phrases must be used to assist with the organization and flow of the writing. • When writing in an academic setting, the rules of Standard English must be applied. • Writing is never 'done' and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Vocabulary/Grammar:

from *Vocabulary Workshop*:

- Benchmark Assessment
- Unit 1: Greetings from the WPA (The Great Depression) and literary text pairings
- Unit 2: Instant Cash (The invention of the Automated Teller Machine-banking) and literary text pairings

from *Grammar for Writing*:

- Chapter 8: Verbs
    - 8.4 Tenses
    - 8.5 Active/Passive Voice
- Chapter 11: Punctuation
    - 11.7 (Punctuating Dialogue)

from *The Elevator*:

- shuddered, fleshy, waddled, trembled, timid, hobbled

from *Click Clack Rattlebag*

- tousle, precocious, lair, take away (take out)

Academic Vocabulary: narrative, character development, point of view, setting, sensory details, dialogue, plot diagram, exposition, rising action, climax, conflict, falling action, resolution

Students will be able to:

- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- Use descriptive details and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Analyze how particular elements of a text interact across multiple texts.
- Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation of a subject or a key scene in two different artistic mediums (a narrative in both print and multimedia), as well as what is emphasized or absent in each work.
- Demonstrate command of the system and structure of the English language when writing or speaking.
- Use context as a clue to the meaning of a word or phrase.
- Use common Greek or Latin affixes and roots as clues to the meaning of a word
- Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Check the preliminary determination of the meaning of a word or phrase

- Effectively use verbs in the active and passive voice.
- Recognize and correct inappropriate shifts in verb tense.
- Punctuate dialogue correctly.

Learning Activities: *Potential Learning Activities can include:*

- Mini Lessons from Grammar for Writing
- Mini Lessons from Vocabulary Workshop
- Establish each student's prior understanding of material through a relatable hook.
- Engage in whole-class reading of short stories.
- Execute standards-based mini-lessons to develop skills and strategies for narrative writing.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Demonstrate understanding through various assessments.
- Practice narrative skills through models and writing activities.
- Plan, revise and edit writing as part of the writing process.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- LGBTQ and People with Disabilities
    - The Elevator by William Sleator
        - Martin is portrayed as small, weak, and anxious, which can be used to discuss social-emotional struggles, anxiety, and how society treats people who don't fit typical physical or emotional norms.

Assessment Evidence
Formative Assessments: • Vocabulary/Grammar Quizzes • Writing Practices • Think/Pair/Share • Exit Tickets/Closure • Levels of Understanding
Summative Assessments: • Narrative Continuation Final Draft
Common Benchmark Assessments: • IXL • All ELA 8 Summative Assessments
Alternative Assessments: • Modified Assignments • Narrative Continueation Project

Core Instructional & Supplemental Materials
Text Resources: • Click Clack the Rattle Bag by Neil Gaiman (CommonLit) • Click Clack the Rattlebag - Short Film - 2018 • The Elevator by William Sleator
Supplemental Resources: IXL CommonLit Learning Ally

Vocabulary Workshop (online resources)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Graphic Organizers
- Outlines

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Think-pair-share
- Cooperative learning groups
- Outlines
- Modified Assignment

Students at Risk of Failure

- Home/School Connection
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share
- Small Group Instruction
- Work Alone Choice vs. Group Work Choice
- Graphic Organizers
- Outlines

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Enrichment Activities and Opportunities

Unit 3

Desired Results

Unit 3: Shifting Views: Exploring Perspective Through Book Clubs

Unit Summary: In this dynamic 8th-grade ELA unit, students will engage with literature through two complementary approaches: a class read-aloud novel and student-run collaborative book clubs. This dual approach will allow students to experience guided, whole-class discussions while also participating in smaller, student-led groups where they can explore different novels independently. The focus will be on developing skills in reading comprehension, critical thinking, and literary analysis, particularly in the areas of perspective, character development, and theme. Over the course of five weeks, students will participate in structured activities that promote critical thinking, analytical skills, and effective communication. Through reading assignments, group discussions, and various writing tasks, students will explore how different perspectives shape narratives, how characters evolve, and how themes emerge and develop within a text. The unit will culminate in individual and group projects that synthesize their insights and reflections and orally present their findings to the class.

Learning Standards

NJSLS:

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.

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.

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.

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

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 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).

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science & Design Thinking (*CS & DT*): 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
Interdisciplinary Connections: 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Learning Targets	
Unit Essential Questions: • How do different perspectives shape our understanding of a story? • In what ways do characters develop over the course of a narrative? • How can themes be identified and what role do they play in literature? • How can collaboration enhance our comprehension and interpretation of texts? • How can reading expand our vocabulary? • How can context help a reader determine the meaning of a word?	**Unit Enduring Understandings:** • Readers read to understand themes and characters to make better decisions in life and learn applicable lessons. • Reader's make connections with characters to learn more about themselves. • People read for a variety of reasons including desire to think about new ideas, improve themselves, entertain themselves and as a form of relaxation. • Readers choose books that are just right for them depending on content, characters, and plot. • Good readers read with focus on meaning, while building reading stamina.

• How can knowledge of Latin and Greek roots help a reader determine the meaning of a word without context? • Why is it important to use proper grammar in speech and writing? • Why does punctuation matter?	

Vocabulary/Grammar:

from *Vocabulary Workshop*:

- Unit 3 Grand Columbian Carnival Unites the World and literary text pairings
- Word Study Units 1-3 (Denotation and Connotation/Idioms/Roots)

from *Grammar for Writing*:

- Chapter 8: Verbs
    - 8.7 Participles
    - 8.8 Gerunds
    - 8.9 Infinitives

Academic Vocabulary: point of view, theme, dialogue, citation, characterization,

Students will be able to:

- 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.
- Create a theme of a literary text and explain how it is conveyed through particular details.
- Craft an objective summary of the text distinct from personal opinions or judgments.
- Analyze how particular elements of a text work together to affect the plot and characters to create conflict, character traits, tone, or mood of a work.

- Explain how an author develops their perspective or purpose in a text through the use of different perspectives of the characters through the use of literary devices.
- Demonstrate command of the system and structure of the English language when writing or speaking.
- Use context as a clue to the meaning of a word or phrase.
- Use common Greek or Latin affixes and roots as clues to the meaning of a word
- Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Check the preliminary determination of the meaning of a word or phrase
- Interpret figures of speech in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations and denotations of words
- Come to discussions prepared, having read material and draw on that preparation by referring to evidence from the text to reflect on ideas under discussion.
- Follow rules for discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others and comment on their opinions with your own
- Explain the function of verbals (gerunds, participles, infinitives)

Learning Activities: *Potential Learning Activities can include:*

- Mini Lessons from Grammar for Writing
- Mini Lessons from Vocabulary Workshop
- Creation of group reading calendars to create goals and track them
- Read-aloud sessions and class discussions
- Focused activities on perspective, character and theme in the read-aloud novel
- Focused activities on perspective, character and theme in book club books

- Book club discussions
- Reading responses on various mini lesson skills
- Synthesize understanding with a One Pager Project
- Oral presentation of ideas to the class

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *Before the Ever After* by Jacqueline Woodson
        - ZJ's father's degenerative brain disease and the impact on identity, family, and community. The book raises awareness of disability, health inequities, and the stigma surrounding chronic illness.
- Climate Change and Diversity, Equity & Inclusion [DEI]
    - *Wildfire* by Rodman Philbrick
        - The novel sheds light on wildfires being natural disasters. While the story doesn't lecture about global warming, it provides a natural entry point into discussions of how climate change has increased wildfire intensity and frequency. It is an excellent text for environmental literacy and climate justice conversations.
        - The novel highlights how two kids from different backgrounds must rely on each other to survive, showing that collaboration, equity, and valuing differences are critical.
- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *House Arrest* by K.A. Holt
        - Timothy's baby brother suffers from a severe chronic illness, placing disability and healthcare struggles at the forefront. The book raises awareness of equity in healthcare, invisible burdens, and stigma associated with medical conditions.

        - Economic inequality and social justice are woven into the story. Timothy steals only to save his brother, highlighting inequities in healthcare access and poverty. The novel shows the importance of empathy, compassion, and inclusion for families struggling with circumstances outside their control.
- Climate Change and Diversity, Equity & Inclusion [DEI]
    - *Two Degrees* by Alan Gratz
        - The book explicitly dramatizes the dangers of global warming, wildfires, hurricanes, and melting ice. It directly supports teaching of climate literacy.
        - The three protagonists represent different geographies and identities, showing how climate change is a global issue affecting people differently. The story emphasizes empathy, interconnection, fairness, and justice.
- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *Mockingbird* by Kathryn Erskine
        - Caitlin's perspective as a child with Asperger's syndrome. It provides direct representation of a neurodiverse character, highlighting her struggles with social interaction, emotions, and acceptance.
        - The narrative emphasizes inclusion, understanding differences, empathy, and community healing. It challenges readers to think about how schools and communities include (or exclude) neurodiverse individuals.
- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *When You Reach Me* by Rebecca Stead
        - One of Miranda's classmates, Marcus, struggles socially, and his behavior suggests traits of neurodiversity (possibly autism spectrum, though not explicitly named).
        - The story is set in a racially and economically diverse New York City neighborhood. Issues of class differences, race, bullying, and empathy are woven throughout. DEI themes come through in Miranda learning to see from others' perspectives and reconsidering her judgments.
- Amistad & Holocaust
    - *Brown Girl Dreaming* by Jacqueline Woodson
        - The novel highlights African American history, lived experience during segregation, systemic racism, and resilience. It explores family history tied to slavery, the Great Migration, and Civil Rights struggles

- Amistad & Holocaust, LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *Taking Flight* by Michaela DePrince
        - Michaela's story reflects the African diaspora, systemic racism, and resilience. Her experiences in both Sierra Leone and the U.S. highlight African and African American contributions, identity, and struggles for representation in fields like ballet where diversity has historically been limited
        - Michaela was called a "devil child" in Sierra Leone because of her vitiligo, showing stigma around visible differences and disability. The text raises awareness about how societies treat individuals with physical differences.
        - Taking Flight tackles racism, colorism, sexism, and exclusion in ballet. It explores the importance of representation, equity in opportunity, and cultural inclusion. Michaela's rise to success demonstrates breaking barriers in historically exclusive spaces.
- Amistad & Holocaust
    - *Four Perfect Pebbles* by Lila Perl and Marion Blumenthal Lazan
        - This is a core Holocaust mandate text. It provides a firsthand account of antisemitism, persecution, life in concentration camps, and survival.
- Amistad & Holocaust and Climate Change
    - *The Boy Who Harnessed The Wind* by William Kamkwamba
        - The memoir highlights African history, culture, and ingenuity, directly aligning to the Amistad mandate by amplifying voices from the African continent. It challenges stereotypes by showing African contributions to science, engineering, and problem-solving
        - Central to the story, famine and drought linked to environmental change in Malawi. William's windmill is a renewable energy solution, making the text a natural fit for climate change and sustainability discussions.
- Asian American & Pacific Islanders and LGBTQ and People with Disabilities
    - *The Reason I Jump* by Naoki Higashida
        - Higashida's perspective as a Japanese author with autism provides authentic representation of AAPI voices. The novel offers cultural insight into how disability is perceived in Japan and globally.

        - The novel directly addresses autism and neurodiversity. By amplifying an autistic teen's voice, it combats stigma and promotes empathy.
- LGBTQ and People with Disabilities
    - *The Honest Truth* by Dan Gemenhart
        - Mark's cancer diagnosis and physical struggle highlight illness as a form of disability and shows the emotional and social challenges of living with chronic/terminal illness, building empathy and awareness.

Assessment Evidence
Formative Assessments: • Book Club Discussions • Weekly Book Club Work • Comprehension Checks • Reading Responses • Vocabulary/Grammar Quizzes • Think/Pair/Share • Exit Tickets/Closure • Levels of Understanding
Summative Assessments: • One Pager or Group Presentation • Vocabulary / Grammar Test • On-demand Reading Assessment with multiple choice and short constructed response questions
Common Benchmark Assessments: • IXL • All ELA 8 Summative Assessments
Alternative Assessments:

- One Pager or Group Presentation

Core Instructional & Supplemental Materials
Read Aloud: *Before the Ever After* by Jacqueline Woodson
Book Club Choices: *Teachers may choose additional titles to fit the student population.*** • *Wildfire* by Rodman Philbrick • *Wilder Boys* by Brandon Wallace • *House Arrest* by K.A. Holt • *Two Degrees* by Alan Gratz • *Mockingbird* by Kathryn Erskine • *When You Reach Me* by Rebecca Stead • *Brown Girl Dreaming* by Jacqueline Woodson • *Taking Flight* by Michaela DePrince • *Free Lunch* by Rex Ogle • *Four Perfect Pebbles* by Lila Perl and Marion Blumenthal Lazan • *The Boy Who Harnessed The Wind* by William Kamkwamba • *The Reason I Jump* by Naoki Higashida • *Walk Two Moons* by Sharon Creach • *Fuzzy Mud or Holes* by Louis Sachar • *The Honest Truth* by Dan Gemenhart
Supplemental Materials • IXL • CommonLit • Learning Ally • Vocabulary Workshop (online resources)

- Sadlier Vocabulary/Grammar Worksheets & Online Resources

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Audiobooks
- Graphic Organizers
- Chapter Summaries and Notes
- Group work

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Think-pair-share
- Cooperative learning groups
- Audiobooks
- Chapter Summaries and notes

Students at Risk of Failure

- Home/School Connection
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share
- Small Group Instruction
- Work Alone Choice vs. Group Work Choice
- Audiobooks
- Graphic Organizer
- Chapter summaries and notes

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Enrichment Activities

Unit 4

Desired Results

Unit 4: Mastering Persuasion: Analyzing and Crafting Compelling Arguments

Unit Summary: In this unit, 8th-grade students will explore the art of argumentation, learning to analyze and construct persuasive arguments effectively. Through a variety of texts, students will identify and evaluate the components of strong arguments, including claims, evidence, and reasoning. They will engage in critical discussions, practice identifying logical fallacies, and examine different rhetorical strategies used to persuade audiences. Students will then apply these skills in their writing, crafting their own arguments on contemporary issues. They will learn to support their claims with credible evidence, address counterarguments, and use persuasive techniques to influence their readers. Throughout the unit, students will refine their writing through teacher feedback and revision, culminating in an argumentative on demand writing task and oral presentation.

This unit aims to enhance students' critical thinking, reading comprehension, and writing skills, preparing them to become thoughtful and effective communicators.

Learning Standards

NJSLS:

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

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

F. Use an ellipsis to indicate an omission.

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.

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)

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.

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

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

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

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 and supports the argument presented.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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).

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

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.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
Computer Science & Design Thinking (*CS & DT***):** 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
Interdisciplinary Connections: Social Studies, Science, Math (statistics): RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (MS-LS2-1), (MS-LS2-2), (MS-LS2-4) RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Learning Targets	
Unit Essential Questions: • How will I know if I have convinced my audience? • What are the main characteristics of an argumentative essay? • How is argumentative writing similar or different from other genres of writing?	**Unit Enduring Understandings:** • Writers need to organize ideas into a proper format in order to create a strong argument. • Strong writers use ethos, pathos, and logos, to persuade readers in argumentative writing. • Writers find strong evidence to support their reasons by conducting research only using credible sources.

• Which strategies do I notice when reading arguments that make the writing stronger? • When reading arguments and ads are writers using ethos, pathos, or logos, to persuade readers? • What strategies can I use to make my writing strong and organized? • Who are the likely readers or audiences for this form of writing? • What kind of voice would be most effective for this form of writing? • How can I check my sources to know their information is credible when proving a position with strong reasons with evidence? • How do I convince my reader that my position is valid? • When reading or writing an essay where can I find the position and reasons stated as the thesis? • How, when, and why should I include counter arguments in my argumentative writing? • Is it necessary to have a rebuttal to counter arguments? • How can I use a call to action in the conclusion of my writing to make a strong point?	• When writing most arguments writer's should use a formal, persuasive voice. • Evidence should be strong enough to support reasons when creating an argument. • When reading arguments, readers should check evidence for credibility. • When reading arguments readers should be able to note if it is a strong argument by tracing the strategies used to develop the argument. • Counter arguments with rebuttals make a writer's argument stronger by acknowledging and refuting the opposition. • Writers of persuasive texts and ads use ethos, pathos, and logos, to convince readers. • A thesis contains the position and reasons in an argument essay.
Vocabulary/Grammar: From *Vocabulary for Writing:* • Unit 4: Toni Cade Bamabara and literary text pairings	

From *Grammar for Writing*

- Chapter 5: Writing an Essay
- Chapter 11
    - Commas
    - Other Marks of Punctuation (ellipses)

Academic Vocabulary: ethos, logos, pathos, claim, counterclaim, figurative language, evidence, refute, perspective, transition, word choice, voice, style, tone, position, thesis

Students will be able to:

- 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.
- Analyze how particular elements of a text interact.
- Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- Analyze and explain how an author organizes, develops, and presents ideas.
- Analyze how an author establishes a point of view or builds supporting arguments through text structure.
- Write arguments to support claims with clear reasons and relevant evidence.
- Use context as a clue to the meaning of a word or phrase.
- Use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Check the preliminary determination of the meaning of a word or phrase.
- Use punctuation to indicate a pause or break.
- Use an ellipsis to indicate an omission.

- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
- 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.
- Present claims and findings, emphasizing 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.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Learning Activities: *Potential Learning Activities can include:*

- Mini Lessons from Grammar for Writing
- Mini Lessons from Vocabulary Workshop
- Establish each student's prior understanding of material through a relatable hook.
- Engage in whole-class reading of short stories.
- Execute standards-based mini-lessons to develop skills and strategies for argumentative writing.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Demonstrate understanding through various assessments.
- Practice narrative skills through models and writing activities.
- Plan, revise and edit writing as part of the writing process.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Students' argument project topics may relate to any of the above. For example, students may be encouraged to explore

controversial ideas that deal with any of the above topics.

Assessment Evidence
Formative Assessments: • Ethos, Pathos, Logos Quiz • Vocabulary/Grammar Quiz • Evidence Organizers • Writing Practices • Think/Pair/Share • Exit Tickets/Closure • Levels of Understanding
Summative Assessments: • Argument Presentation • Argument On Demand Major
Common Benchmark Assessments: • IXL Diagnostics
Alternative Assessments: • Modified Assessments • Arugment Infographic

Core Instructional & Supplemental Materials
Text Resources: • teacher-selected articles from *CommonLit* • Potential teacher model topics include: mindset, technology/social media, sports

Additional Resources:

- IXL
- CommonLit
- Learning Ally
- Vocabulary Workshop (online resources)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Graphic Organizers
- Outlines

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Think-pair-share
- Cooperative learning groups
- Outlines
- Presentation samples

Students at Risk of Failure

- Home/School Connection
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share
- Small Group Instruction
- Work Alone Choice vs. Group Work Choice
- Outlines
- Graphic Organizers

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Enrichment Opportunities

Unit 5

Desired Results

Unit 5: Exploring Dystopian Worlds Through Collaborative Book Clubs

Unit Summary: In this unit, 8th-grade students will dive into the captivating genre of dystopian literature through a collaborative book club format. The unit will engage students in reading, writing, discussing, and presenting their insights on dystopian themes, settings, and characters. Students will select from a curated list of dystopian novels, forming small book clubs to read and analyze their chosen texts. They will explore the characteristics of dystopian societies, the conflicts that drive the narratives, and the ways in which these stories reflect and critique contemporary issues. The unit will build upon effective discussion strategies, such as using textual evidence to support their points, building on others' ideas, and asking open-ended questions. Students will also learn how to provide and receive constructive feedback. Through regular peer discussions, students will practice articulating their

thoughts and responding to their classmates' ideas. This unit culminates in a group project where students must immerse themselves in the word of their books, writing a newspaper publication that highlights fictional issues that connect to our real world dilemmas. This unit aims to foster a love for reading, enhance critical thinking, connect students to real world social issues, and develop communication skills. By working collaboratively, students will gain a deeper appreciation of dystopian literature and its relevance to their own lives and the world around them.

Learning Standards

NJSLS:

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

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

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.
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).

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 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.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 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.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.

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.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science & Design Thinking (*CS & DT*): 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
Interdisciplinary Skills: 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Learning Targets	
Unit Essential Questions: • How do different perspectives shape our understanding of a story? • In what ways do characters develop over the course of a narrative? • How can themes be identified and what role do they play in literature? • How can collaboration enhance our comprehension and interpretation of texts? • How can reading expand our vocabulary? • What can dystopian fiction teach us? • How does dystopian literature criticize current trends? • How much should the government control its citizens? • Is it worth it to stand up for what you believe in?	**Unit Enduring Understandings:** • Each person has the potential to affect their community and the world. • Dystopian literature reveals an individualistic spirit in human nature which can produce positive or negative effects. • Social issues, gone unaddressed can have disastrous results. • Collaboration with others helps to reveal a deeper meaning in text. • Dystopian literature makes readers question societal norms. • Dystopian texts highlight current or past problems in our world.

Vocabulary/Grammar:

from *Vocabulary Workshop*:

- Unit 5: Reality Check and paired literary texts
- Unit 6: Diary of a Young Migrant Worker and paired literary texts
- Review Units 4-6

from *Grammar for Writing*:

- 8.5- Shifts in Tense, Making Tenses Consistent

Academic Vocabulary: utopia, dystopia, apocalypse, propaganda, allegory, anarchy, oppression, individualism, conformity, rebellion, dehumanization, corruption, archetypes

Students will be able to:

- Use context as a clue to the meaning of a word or phrase.
- Use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Check the preliminary determination of the meaning of a word or phrase.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- Connect dystopian text to real world issues.
- Collaborate with others to develop the meaning of a text through literary devices such as characterization, theme, symbolism, figurative language, and plot.

- Identify and interpret dystopian features in novels such as archetypes, corruption, conformity, and dehumanizations, as well as rebellion and individualism, to realize the deeper meaning of the text through open ended questions and group discussions.
- Create higher order thinking questions to create discussions with peers.
- 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.
- 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.
- 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).
- Evaluate the choices made 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 as well as what is emphasized or absent in each work.
- Analyze and reflect on how the author's idea in fiction and literary nonfiction texts 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.

Learning Activities: *Potential Learning Activities can include:*

- Mini Lessons from Grammar for Writing
- Mini Lessons from Vocabulary Workshop
- Creation of group reading calendars to create goals and track them
- Various activities to introduce dystopian genre
- Read-aloud sessions and class discussions
- Focused activities on perspective, character and theme in the read-aloud novel
- Focused activities on perspective, character and theme in book club books

- Book club discussions
- Reading responses on various mini lesson skills
- Synthesize understanding with a Newspaper Pager Project
- Oral presentation of ideas to the class

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Diversity, Equity & Inclusion [DEI]
    - *Lockdown* by Alexander Gordon Smith
        - *Lockdown* explores inequity, abuse of power, and justice, prompting discussion on how societies treat youth, minorities, and the powerless.
- Diversity, Equity & Inclusion [DEI]
    - *Flawed* by Cecelia Ahern
        - At its heart, *Flawed* is about equity, moral fairness, inclusion, and justice. It critiques systems that judge and divide, encouraging empathy, tolerance, and advocacy for those who are “othered.”
- Climate Change and Diversity, Equity and Inclusion [DEI]
    - *The Testing* by Joelle Charbonneau
        - The world of *The Testing* is a post-apocalyptic landscape caused by environmental destruction and war, directly aligning to the Climate Change mandate. The narrative explores environmental consequences of human action and the ethics of rebuilding a sustainable society.
        - The Testing system enforces inequity and discrimination, making the book a strong platform for DEI lessons on justice, fairness, inclusion, and ethical leadership. Cia’s moral conflict, choosing empathy over ambition, embodies the core DEI principle of valuing human dignity over power.
- Asian American & Pacific Islanders

    - *Legend* by Marie Lu
        - Marie Lu herself is a Chinese American author, and her work contributes to AAPI representation in YA literature. June, the protagonist, is canonically of East Asian descent, providing cultural diversity and strong representation within the narrative. The story's worldbuilding also integrates global, multicultural influences that align with the AAPI mandate's emphasis on representation and contribution.
- Diversity, Equity and Inclusion [DEI]
    - *The Selection* by Kiera Cass
        - America Singer, the protagonist, challenges class bias and expectations of women's roles, embodying DEI principles of self-determination, equality, and representation. The novel encourages students to analyze how systems of power marginalize groups and what it means to advocate for equity.
- Climate Change
    - *City of Ember* by Jeanne DuPrau
        - Ember was created as a response to a global catastrophe, likely environmental or nuclear, making the book a strong fit for the Climate Change mandate. The story highlights resource depletion, sustainability, and humanity's dependence on the environment, encouraging discussions on ecological ethics and stewardship.
- Diversity, Equity and Inclusion [DEI]
    - *Among the Hidden* (series) by Margaret Haddix
        - The novel promotes equity, justice, and moral courage by questioning power, privilege, and conformity. Luke and Jen (another hidden child) advocate for social change and equal rights, aligning directly with DEI principles of advocacy, inclusion, and ethical citizenship. The novel awareness about who gets rights and who doesn't, and why.
- Climate Change
    - *The Maze Runner* by James Dashner
        - The world outside the Maze was destroyed by solar flares and environmental collapse, making *The Maze Runner* a strong fit for the Climate Change mandate. Prompts discussion about how environmental crises affect society, ethics, and human survival, connecting to sustainability and global citizenship.

- Climate Change
    - *Life as We Knew It* by Susan Beth Pfeffer
        - *Life as We Knew It* is one of the clearest literary alignments with the Climate Change mandate. The environmental disaster and its cascading consequences highlight issues of sustainability, adaptation, human impact on the planet, and global interdependence. The novel encourages inquiry into science, ethics, and climate resilience.
- Diversity, Equity and Inclusion [DEI]
    - *Matched* by Ally Condie
        - *Matched* powerfully supports DEI by addressing freedom, identity, individuality, and ethical equality. The novel promotes critical conversations about equity, fairness, privacy, and systemic control, core tenets of DEI education. Students can analyze how diversity of thought, art, and choice sustains humanity, connecting directly to DEI's call for inclusivity and moral awareness.
- Climate Change
    - *Edge of Extinction* by Laura Martin
        - *Edge of Extinction* connects powerfully to the Climate Change mandate. Humanity's retreat underground due to ecological imbalance, extinction-level threats, and scientific manipulation of nature (recreating dinosaurs) directly align with topics like environmental ethics, sustainability, and unintended consequences of human interference. The novel encourages inquiry into how science and the environment intersect with survival and responsibility.

Assessment Evidence

Formative Assessments:

- Book Club Discussions
- Weekly Book Club Work
- Comprehension Checks
- Reading Responses

- Vocabulary/Grammar Quizzes
- Think/Pair/Share
- Exit Tickets/Closure
- Levels of Understanding

Summative Assessments:

- Newspaper Project
- Vocabulary Major

Common Benchmark Assessments:

- IXL

Alternative Assessments:

- Modified Assessments
- Newspaper 'Feature' Article

Core Instructional & Supplemental Materials	
Read Aloud: The Hunger Games by Suzanne Collins	

Book Club Choices: *Teachers may choose additional titles to fit the student population.***

- *Lockdown* by Alexander Gordon Smith
- *Flawed* by Cecelia Ahern
- *The Testing* by Joelle Charbonneau
- *Legend* by Marie Lu
- *The Selection* by Kiera Cass
- *City of Ember* by Jeanne DuPrau
- *Among the Hidden* (series) by Margaret Haddix
- *The Maze Runner* by James Dashner
- *Life as We Knew It* by Susan Beth Pfeffer

- *Matched* by Ally Condie
- *Uglies* by Scott Westerfield
- *Edge of Extinction* by Laura Martin
- *Alone* by Megan Freeman

Additional Resources:

- IXL
- CommonLit
- Learning Ally
- Vocabulary Workshop (online resources)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task

- Checklists
- Immediate feedback
- Book Club Groups
- Graphic Organizers
- Notes with Chapter Summaries
- Audiobooks

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Think-pair-share
- Cooperative learning groups
- Book Club Groups
- Graphic Organizers
- Notes with Chapter Summaries
- Audiobooks

Students at Risk of Failure

- Home/School Connection
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share
- Small Group Instruction
- Work Alone Choice vs. Group Work Choice
- Graphic Organizers
- Notes with Chapter Summaries
- Audiobooks

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Book Choice
- Enrichment Activities

Desired Results

Unit 6: Echoes of History: Comprehension of, and Reverence for, the Holocaust through Comparative Analysis

Unit Summary: In this unit, 8th-grade students will explore the history of the Holocaust through reading . This includes nonfiction articles, internet research, viewing multimedia sources, and writing objective summaries in order to gain insights and knowledge to effectively write a comparative literary analysis. They will learn the timeline, causes, and consequences of the Holocaust to more effectively analyze text. Students will also have the opportunity to work in groups to research and become experts in one aspect of the Holocaust, as well as share their findings in a presentation to inform the class. By first reading articles, researching, writing objective summaries, and presenting, the students will gain background knowledge on the topic and perspectives of the time period. Additionally, the students will read first hand accounts of the experiences in poetry form created by Jewish prisoners of camps in the time period from 1930-1945. Next the 8th graders will learn strategies to deeply analyze the poetry of the Holocaust victims. To break down the meaning of the poems, students will learn to identify the speaker, word choice, imagery, figurative language, as well as tone and mood to develop a theme and analyze the deeper meaning of each poem. Finally using the instructional tools given in these poetry mini lessons and the new knowledge of the Holocaust students will analyze various poems and compare them to each other. In the end students will be able to realize how these poetic elements connect to develop the meaning of the poems and skillfully analyze them in a comparative essay.

Learning Standards

NJSLS:

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.

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

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.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.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.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 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 style/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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

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

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
Computer Science & Design Thinking *(CS & DT)*: 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
Interdisciplinary Connections: 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Learning Targets	
Unit Essential Questions: • What were the social, economic, and political factors in Germany and Europe that contributed to the rise of Adolf Hitler and the Nazi Party? • How did the Holocaust impact survivors and their families, both immediately after the war and in the long term? What were the challenges of rebuilding their lives? • What are the ethical and moral lessons of the Holocaust, and how have they influenced international human rights laws and policies? • Why is it important to remember the Holocaust today? How can education about the Holocaust help prevent future genocides and promote tolerance and empathy?	**Unit Enduring Understandings:** • Readers use strategies to construct the meaning of poetry. • Reading expands understanding of the world, people, and oneself; deeper understandings are the result of reflecting upon the text, which involves rereading. • Authors write in poetic forms with different purposes in mind. • Writing is a multi-stage process; comparative writing is a reflective process that utilizes strategies applied during reading. • People communicate through words and word choice to develop tone and mood which is critical to the effective conveyance of the message in poetry.

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- How do different countries and communities memorialize and commemorate the Holocaust?
- In what ways does prejudice, discrimination, and hate speech persist in society today, and how can we confront these issues based on lessons learned from the Holocaust?
- How does poetry contribute to our understanding of self, others, and the world?
- How does the use of a writer's style and voice develop the theme of a poem?
- How do poetic elements such as the speaker, word choice, imagery, figurative language, and tone/mood work together to create meaning in a poem?
- What strategy can writer's use to organize a strong comparative literary analysis?

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- Strong voices, cooperation, research, and the use of strong visual materials enhance understanding when presenting.
- Literary Analysis essays are used to analyze texts' use of literary elements, devices, or figurative language to develop meaning.

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Vocabulary/Grammar:

from *Grammar for Writing:*

- Chapter 4: Effective Paragraphs

from *Vocabulary Workshop*:

- Unit 5: Reality Check and paired literary texts
- Unit 6: Diary of a Young Migrant Worker and paired literary texts
- Review Units 4-6

Academic Vocabulary

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- genocide; anti-semitism; Nazi Party; Final Solution; Death Camp; Ghetto; Resistance; Commemoration

Students will be able to:

- Present claims and findings in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.
- Use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of a text as well as inferences drawn from the text.
- 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.
- Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- With some guidance and support strengthen writing as needed by planning, sustaining effort to complete complex writing tasks.

Learning Activities: *Potential Learning Activities can include:*

- poems from *I Never Saw Another Butterfly*
    - Read Alouds and Cold Read Practices

- Execute standards-based mini-lessons to develop skills and strategies:
    - Poetry Analysis: SSWIFT
    - model poetry analysis using SSWIFT
- Engage in protected time for independent reading and writing
- Confer individually with the teacher
- Engage in small-group reading/writing skills-based instruction.
- Work collaboratively to research aspects of the holocaust and develop a slide presentation
- Present findings as a group to your peers

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad & Holocaust, LGBTQ and People with Disabilities, and Diversity, Equity & Inclusion [DEI]
    - I Never Saw Another Butterfly Poems from Terezin Concentration Camp by Hana Volavková
        - This text directly fulfills the Holocaust mandate. It provides firsthand evidence of Nazi persecution and explores themes of systemic dehumanization, resistance through creativity, and remembrance of victims. The book encourages historical literacy, empathy, and critical moral reflection, essential components of Holocaust education.
        - Many children in Terezín were marginalized for ethnic, religious, and physical traits, creating a bridge to conversations about the broader impacts of discrimination and exclusion. This supports social-emotional awareness and empathy toward all who experience systemic injustice.
        - The work aligns deeply with DEI principles by humanizing victims of systemic hatred and affirming the universal value of each life. Through poetry and art, students explore identity, empathy, tolerance, and the consequences of prejudice. The poems encourage reflection on how diversity and inclusion counter hate, and how education preserves human dignity and justice.

Assessment Evidence
Formative Assessments: • SSWIFT Annotations • Poetry Minor Assessment • Grammar/Vocab Activities • Mini Research Activities • Writing Practices • Think/Pair/Share • Exit Tickets/Closure • Levels of Understanding
Summative Assessments: • Vocabulary Major • Holocaust Presentation/Objective Summaries • Comparative Literary Analysis Essay
Common Benchmark Assessments: • IXL
Alternative Assessments: • Modified Assessments • Comparative Literary Analysis Project

Core Instructional & Supplemental Materials
Text Resources: • I Never Saw Another Butterfly Poems from Terezin Concentration Camp by Hana Volavková • The United States Holocaust Memorial Museum Website
Additional Resources:

- IXL
- CommonLit
- Learning Ally
- Vocabulary Workshop (online resources)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Videos
- Audiobooks
- Graphic Organizers

- Outlines
- Notes with summaries and key words

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Think-pair-share
- Cooperative learning groups
- Videos
- Audiobooks
- Outlines
- Notes with summaries and key words

Students at Risk of Failure

- Home/School Connection
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share

- Small Group Instruction
- Work Alone Choice vs. Group Work Choice
- Videos
- Audiobooks
- Graphic Organizers
- Outlines
- Notes with summaries and key words

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Enrichment Activities
- Extensions where applicable

Unit 7

Desired Results

Unit 7: Test Prep: Preparing for Success

Unit Summary: In this 8th grade unit students will take the time to review the English Standards learned throughout the year for a clear idea of what topics and concepts are likely to be covered on the standardized tests, but also for self reflection and revised thinking. This can help students prioritize key points of misunderstandings and focus on the areas that are most important to learn before 9th grade . By knowing what to expect on standardized tests, students can approach the tests with confidence and feel more prepared for reading comprehension tasks, open-ended constructed responses, as well as understanding essay prompts. Students will read grade level text and practice answering standards based multiple choice questions with evidence to support answers in A/B format to ensure later success. Along with this practice, 8th graders will revisit strategies for developing open ended constructed responses and the scoring rubrics for self reflection. This will help to clarify essential strategies when working independently. Next students will review essay structures of narrative endings, the research simulation task, and literary analysis in order to develop strategies for effective organization. In addition to helping students prepare for standardized tests, reviewing the English Standards can also improve their overall English language skills. By engaging with the material outlined in the standards, the students will work throughout this unit to strengthen reading comprehension, writing, and language usage abilities. This can benefit their performance, not only on standardized tests, but also in their future academic and professional endeavors.

Learning Standards

NJSLS:

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

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.

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 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

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.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.

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.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

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

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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).

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

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.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

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.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Computer Science & Design Thinking (*CS & DT***):**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections: Social Studies, Science, Math (statistics):

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (MS-LS2-1), (MS-LS2-2), (MS-LS2-4)

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (MS-LS2-2)

SL.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. (MS-LS2-2)

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-LS4-3), (MS-LS4-4)

Learning Targets	
Unit Essential Questions: • What strategies can we use to determine the main ideas and key details in complex texts? • What techniques can we employ to analyze and interpret the perspectives presented in different types of texts? • What strategies can we use to organize and develop ideas in our writing, ensuring coherence and clarity? • How can practicing with different types of NJSLA-style questions and tasks improve our test-taking skills and confidence? • What strategies can we use to manage our time effectively during assessments and ensure we address all parts of a question or prompt?	**Unit Enduring Understandings:** • Effective readers analyze texts to discern main ideas, themes, and supporting details, enhancing their ability to interpret and evaluate information critically. • The ability to evaluate evidence, identify bias, and analyze the structure and language of texts enables students to make informed judgments and construct well-supported arguments. • Effective test preparation involves practicing with different types of questions and tasks, developing strategies for time management, and applying learned skills confidently during assessments. • The skills developed in reading, writing, and analysis during NJSLA preparation are applicable across

	academic disciplines and in real-world contexts, contributing to lifelong learning and success.

Vocabulary/Grammar:

from Vocabulary Workshop:

- Unit 7: The Discriminating Pigeon (Animal researchers) + Writing: Words in Action (pg. 96)
- Unit 8: Aquatic Robots (Robots in undersea exploration) + Writing: Words in Action (pg. 106)

from Grammar for Writing:

- Various reinforcements lessons based on student need

Academic Vocabulary

- analyze, evaluate, infer, synthesize, argumentative, expository, evidence, central idea, cite, analysis, theme, evaluate, claim, thesis statement, central idea, prompts

Students will be able to:

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases
- Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of a literary text says explicitly as well as inferences drawn from the text.
- Cite a range of textual evidence and make clear and relevant connections that strongly support an analysis of an informational text says explicitly, as well as inferences drawn from the text.
- 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.
- Determine a central idea of an informational text and how it is conveyed through particular details.
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- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Learning Activities: *Potential Learning Activities can include:*

- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies:
    - RST
    - Lit Analysis
    - Narrative
    - Multiple Choice Strategies
    - Finding Evidence to support answers
    - Practice Online Testing Tool/Simulation
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Demonstrate understanding through various assessments.

Assessment Evidence

Formative Assessments:

- Vocabulary Activities
- Multiple Choice Practice

- Graphic Organizers
- Prompt Activities
- Writing Pieces
- Grammar Activities
- Think/Pair/Share
- Exit Tickets/Closure
- Levels of Understanding

Summative Assessments:

- Vocabulary Test

Common Benchmark Assessments:

- IXL Diagnostics

Alternative Assessments:

- modified assessment
- modified assignments that still explore state-test preparation

Core Instructional & Supplemental Materials

Instructional Materials:

- NJSLA State Website 8th Grade Practice Test

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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- Teacher modeling
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- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice

Unit 8

Desired Results

Unit 8: Reflecting on Life Stories: Reading and Writing Memoirs

Unit Summary: This unit is intended for 8th grade students enrolled in Language Arts. The unit will include reading and writing lessons on the Memoir genre. Students will read a series of vignettes around objects, topics, or experiences from people's lives. Key topics of this unit will include ways writers develop and organize ideas, use descriptive and emotional details, using proper organization and conventions. The first part of the unit will be on helping students to identify parts of a memoir through reading and responding to the text. Next students will practice writing to describe moments, objects, and lessons learned that are meaningful to their lives in their writing notebooks as sketch notes. They will collect both entries and idea-based writing. Students will learn the structure of memoir and notice that there are different forms of memoir through various readings. This unit will ask students to transfer what they already know about essay and narrative writing to form a bridge between the two. By concluding the year with the stories and themes of our lives, the classroom will become a space for a community of risk-taking writers, building upon the realms of writing exposed to so far this year. Students will be given the opportunity to work deeply and closely together while writing memoirs. Students will have a chance to define themselves as growing individuals, a chance to author life stories that they can take with them as they reflect and grow older.

Learning Standards

NJSLS:

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

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.

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).

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.

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.

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 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 style/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.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Computer Science & Design Thinking (*CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections:

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do our confrontations with obstacles help to shape our identity?	• Even though there are different essay types, the overall organization is similar and have common

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- How do our life experiences influence the things we say and do?
- How do people grow from facing obstacles and overcoming them?
- How do authors use literary devices, themes, and motifs to create a memoir?
- How can writers develop themes in their writing?

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characteristics like hooks, transitions, introductions, body paragraphs, and conclusions, with a lasting impression.

- Strong writers use strategies to bring meaning to their writing by implementing life experiences to teach readers a lesson and develop the theme.
- Effective writers use literary devices like imagery, repetition, dialogue, and figurative language to evoke emotion and connection with their readers.
- Life experiences can be documented in memoirs to teach others.

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Vocabulary/Grammar:

from *Vocabulary Workshop*:

- Unit 7: The Discriminating Pigeon (Animal researchers) + Writing: Words in Action (pg. 96)
- Unit 8: Aquatic Robots (Robots in undersea exploration) + Writing: Words in Action (pg. 106)

from *Grammar for Writing*:

- Various reinforcements lessons based on student need

Academic Vocabulary: memoir, theme, anecdote, characterization, flash back, flash forward, imagery, sensory details, voice, & figurative language

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Students will be able to:

- Point out the similarities and differences between memoir writing and narratives.

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- Utilize flashbacks, figurative language, and higher level academic vocabulary in writing.
- Trace the literary elements and organization used to develop a memoir in order to create an effective memoir.
- Identify the characteristics of memoirs and how this genre of text brings together informational and narrative details to tell a person's life experiences.
- Read and comprehend memoirs in order to explain the theme in writing with evidence for support.
- Write a memoir to develop a theme using figurative language, dialogue, and life experiences using a rubric for self assessment.

Learning Activities: *Potential Learning Activities can include:*

- Mini Lessons from Grammar for Writing
- Mini Lessons from Vocabulary Workshop
- Creation of group reading calendars to create goals and track them
- Various activities to introduce dystopian genre
- Read-aloud sessions and class discussions
- Focused activities on perspective, character and theme in the read-aloud novel
- Focused activities on perspective, character and theme in book club books
- Book club discussions
- Reading responses on various mini lesson skills
- Oral presentation of ideas to the class

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - Excerpts from *Things We Keep* Book of Memoirs

- Memoirs emphasize authentic self-expression and acceptance, often exploring internal and external struggles with identity. When paired with works like *How Beautiful the Ordinary: 12 Stories of Identity* or memoirs of overcoming adversity, this supports the LGBTQ and Disabilities mandate through empathy, inclusion, and visibility.
- The unit's guiding questions ("Which groups define you? Which groups misdefine you?") and activities that examine multiple "sides of self" directly teach DEI principles such as identity awareness, empathy, and the importance of voice and perspective in narrative writing.

Assessment Evidence
Formative Assessments: • Memoir Reading Comprehension • Independent Reading / One Pager • Writing Responses • Grammar Activities • Think/Pair/Share • Exit Tickets/Closure • Levels of Understanding
Summative Assessments: • Memoir Essay Major • Reading Comprehension Major • Vocabulary Major
Common Benchmark Assessments: • IXL
Alternative Assessments: • modified excerpts

- Memoir Essay Project

Core Instructional & Supplemental Materials
Text Resources: • Excerpts from *Things We Keep* Book of Memoirs • Memoir Template • Volar by Judith Ortiz • Aha Moment by Julia Alvarez
Additional Resources: • IXL • CommonLit • Learning Ally • Vocabulary Workshop (online resources)

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. • Small group/One to one • Additional time • Review of directions • Student restates information

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Students at Risk of Failure

- Home/School Connection

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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Enrichment activities
- Extension assignments