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

Course Title: ELA 8 Advanced

Course Description:

In this class, students will embark on a journey through the world of literature, language, and communication. Designed to foster critical thinking, creativity, and effective communication skills, this course will allow students to become confident readers, writers, speakers, and listeners.

Students will explore a wide range of literary genres, including novels, short stories, poetry, drama, and non-fiction texts. They will analyze and interpret various literary elements such as plot, character development, setting, and theme, deepening their understanding of the complexities of storytelling.

Students will focus on honing their writing skills through a variety of writing assignments, including short answer responses, narratives, persuasive pieces, and research papers. Students will learn how to articulate their ideas effectively, structure their writing logically, and revise and edit their work to improve clarity and coherence.

This class will emphasize the development of language skills, including grammar, vocabulary, and comprehension. Through targeted instruction and practice activities, students will enhance their ability to communicate accurately and fluently, both orally and in writing. Students will engage in meaningful conversations concerning self-selected texts from a thoroughly curated list, share their perspectives, and learn from one another.

Through peer feedback and group projects, students will develop teamwork and communication skills essential for success in school and beyond.

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.

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 Days**
Unit 1: Mythical Marvels: Exploring Ancient Tales and Heroes	22 days-MP1
Unit 2: Legends Unleashed: Crafting Mythical Worlds in Writing	7 days- MP1
Unit 3: Exploring Characters & Themes: A Literary Voyage through Contemporary Fiction	24 days- MP2
Unit 4: Reading Nonfiction Texts and Crafting Argument	20 days- MP2
Unit 5: Pages of Impact: Exploring Social Issues through Literature	25 days- MP3
Unit 6: Echoes of History: Comprehension of, and Reverence for, the Holocaust through Comparative Analysis	20 days- MP3
Unit 7: Mastery Quest: ELA 8 Test Prep	15 days- MP4
Unit 8: Introduction to the Bard: Reading & Performing *A Midsummer Night's Dream*	14 days-MP4

Unit 1

Desired Results

Unit 1 Title: Mythical Marvels: Exploring Ancient Tales and Heroes

Unit Summary: In this unit, students will embark on a captivating journey through the realms of ancient Greek mythology. Through reading *The Wanderings of Odysseus*, a young adult adaptation of Homer's epic masterpiece, 'The Odyssey,' and a selection of other mesmerizing myths, students will unravel the tapestry of gods, heroes, and monsters that define ancient storytelling while also cultivating their skills in critical reading and analysis. By the end of the unit, students will emerge as more proficient readers and thinkers equipped with the tools necessary to unlock the richness of reading fiction and analyze the importance of reading and evaluate literature.

Learning Standards

NJSLS:

L.VL.8.3.B. Analyze the impact of specific word choices on meaning and tone.

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

RL.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.

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

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:
6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship)

Learning Targets	
Unit Essential Questions: • How do authors use literary elements such as plot, character development, and theme to convey meaning in texts? • What techniques do authors use to reveal characters' traits, motivations, and transformations throughout a narrative? • How do characters' interactions with others reveal their personalities and influence the plot? • What can we learn about characters from the way they respond to conflicts, challenges, or changes in their circumstances?	**Unit Enduring Understandings:** • Settings in literature serve as more than mere backdrops; they influence character actions, shape mood, and contribute to thematic development. • Understanding the cultural, historical, and geographical context of a setting enhances comprehension and interpretation of literary works. • Plot structures vary in complexity and organization, impacting the pacing, suspense, character development, and thematic resonance of a narrative. • Characters evolve through their actions, dialogue, thoughts, and interactions with others, revealing their

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- How does the setting of a story contribute to its mood, atmosphere, and overall impact on the reader?
- In what ways does the physical, cultural, or historical setting influence characters' actions and decisions?
- How do patterns in language, dialogue, or imagery contribute to the overall structure and impact of a text?
- What strategies can we use to analyze and interpret complex texts, including fiction and nonfiction?
- How do themes evolve throughout a text or across several translations of one author's work?
- What factors influence changes in the emphasis or interpretation of themes over time?

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motivations, conflicts, and relationships.

- Recognizing similarities and differences in text structures across diverse literary works enhances critical thinking and appreciation of narrative techniques.
- Themes are central ideas or messages about human nature, society, and the world that emerge through characters, plot events, and settings.
- Exploring multiple perspectives on similar themes across texts enriches understanding of universal truths and cultural diversity.

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Vocabulary/Grammar:

from Vocabulary Workshop:

- Benchmark Assessment
- Unit 1: Greetings from the WPA (The Great Depression) + Writing: Words in Action (pg. 20)
- Unit 2: Instant Cash (The invention of the Automated Teller Machine-banking) + Writing: Words in Action (pg. 30)

from *The Wanderings of Odysseus*:

- in-text vocabulary for comprehension

Academic Vocabulary:

- cite, relevant, sufficient, theme, compare, contrast, theme, structure, style, diction (word choice), analyze/analysis, medium/media, objective

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Grammar

- Lesson 8.5: Shifts in Tense (pg. 207-208)

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.
- Compare and contrast the structure of texts.
- Analyze how the differing structure of each text contributes to its meaning, tone and style.
- Evaluate the choices made when presenting an idea in different mediums.
- 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.

Learning Activities: *Potential Learning Activities can include:*

- Anticipation Guide for *The Wanderings of Odysseus* and the hero's journey
- Whole class read aloud and independent, silent, sustained reading
- Reading responses comparing the original translation of the poem (Homer's *The Odyssey*) to the prose translation (*The Wanderings of Odysseus)*
- Reading responses pertaining to the nonfiction paired texts (The Myth of the Trojan War, When the Games Were Everything, and Athena and Poseidon's Contest for Athens) and the fictional prose translation (*The Wanderings of Odysseus*)
- Class discussions concerning elements of fiction, i.e. characters, setting, plot, etc.
- Socratic Seminar: The Hero's Journey

- Mini Lessons:
    - Writing an objective summary of a text
    - Characterization
    - Fiction and nonfiction comparisons and contrasts
    - How setting shapes characters
    - How plot points drive a story forward + The Hero's Journey
    - How characters influence events + xenia
    - Determining theme
    - How text structure effects meaning
    - Analyzing various translations of the same original 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:

- Diversity, Equity & Inclusion [DEI]
    - *The Wanderings of Odysseus* by Rosemary Sutcliff
        - Sutcliff's adaptation emphasizes empathy, moral consequence, and respect for human dignity, aligning with DEI values. Students analyze power, justice, temptation, and leadership, and discuss bias, pride, and empathy—core elements of DEI instruction. It also encourages appreciation of diverse cultural heritages and world literatures, fulfilling the DEI mandate through multicultural literary inclusion.

Assessment Evidence
Formative Assessments: • IXL • Reading responses • Close Reading Comprehension Practice

- Think, Pair, Share
- Turn and Talk
- Socratic Seminars
- Group Work/Discussions
- Closure/Exit Tickets
- Levels of Understanding

Summative Assessments:

- Cold Read: Prometheus and Pandora's Box + Cold Write: short answer (TEXAS) concerning theme

Common Benchmark Assessments:

- IXL
- All ELA 8A Summative Assessments

Alternate Assessments:

- *The Wanderings of Odysseus* by Rosemary Sutcliff Project

Core Instructional & Supplemental Materials
• Whole Class Text   ○ The Wanderings of Odysseus by Rosemary Sutcliff

• Paired Texts:
  ○ The Odyssey (translation by Emily Watson)
  ○ Ancient Greece: The Birthplace of Western Individualism (CommonLit)
  ○ The Myth of the Trojan War - britishmuseum.com
  ○ The Life and Death of Sisyphus (multimedia)
  ○ When the Games Were Everything (NYT)
  ○ Athena and Poseidon's Contest for Athens (CommonLit)
  ○ The Hero's Journey (CommonLit)
  ○ Apollo and Hyacinthus (CommonLIt)

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
- Outlines with notes
- Chapter summaries

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
- Outlines with notes
- Chapter summaries

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 Organizers
- Outlines with notes

- Chapter summaries

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 Title: Legends Unleashed: Crafting Mythical Worlds in Writing
Unit Summary: In this unit students will explore the art of world-building through the lens of mythology and fantasy. This unit will delve into the key areas of narrative writing including setting, character, and development. Students will incorporate writing techniques such as imagery and figurative language to create original mythical worlds. Students will gain a deeper appreciation for the complexities of crafting mythical worlds while honing their creative writing. By the end of the unit, students will be able to successfully compose a myth that they will share with their peers.

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.
B. Form and use verbs in the active and passive voice.
C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
D. Recognize and correct inappropriate shifts in verb voice and mood.

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

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).

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.

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.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.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH,6.1.8.CivicsPD.2).

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

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1)

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.

Interdisciplinary Connections:

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What makes effective storytelling? • How does language choice impact the tone and voice of a piece?	• Effective storytelling includes the development of well-rounded characters with distinct traits, motivations, and conflicts

• How do writers create compelling characters that readers care about? • What techniques do authors use to build suspense and engage readers in a story? • How does setting influence the mood and tone of a narrative? • How can writers effectively use dialogue to develop characters and advance the plot? • Why is it important to structure a narrative with a clear beginning, middle, and end? • How do authors balance showing versus telling in their narratives? • What role does conflict play in driving a narrative forward? • How can writers use descriptive language to enhance their storytelling? • How do writers revise and edit their narratives to improve clarity and impact? • Why is feedback valuable in improving our writing?	• Skillful use of sensory details, vivid imagery, and figurative language enriches the narrative experience, making scenes and settings come alive. • Narrative structure, including exposition, rising action, climax, falling action, and resolution, organizes events to create meaning and impact for readers. • The narrative voice and point of view influence how readers interpret and connect with the story, enhancing authenticity and emotional resonance. • Central conflicts and obstacles faced by characters propel the plot forward, creating tension and opportunities for character growth. • The process of revising and editing allows writers to refine their narratives, improving coherence, pacing, and thematic coherence. • Authors make deliberate choices in crafting narratives, including thematic elements, symbolism, and narrative techniques, to convey messages and evoke reader responses.

Vocabulary/Grammar:

from Vocabulary Workshop:

- Unit 1: Greetings from the WPA (The Great Depression) + Writing: Words in Action (pg. 20)
- Unit 2: Instant Cash (The invention of the Automated Teller Machine-banking) + Writing: Words in Action (pg. 30)

Academic Vocabulary:

- narrative, climax, resolution, setting, characters, mood, plot, tension, point of view, figurative language, imagery, conflict

Grammar:

- Lesson 8.6: Active and Passive Voice (pg. 209-210)

Students will be able to:

- Demonstrate command of the system and structure of the English language when writing or speaking.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
- 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 (Grammar for Writing)
    - Colorful Language 2.6 (p.47)
    - Denotation & Connotation 2.7 (p.50)
    - Figurative Language 2.8 (p.53)

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- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - Apollo and Hyacinthus
        - This myth is one of the earliest recorded depictions of same-gender love in Western mythology. Apollo and Hyacinthus's relationship affirms the legitimacy of LGBTQ identities, allowing for discussion of representation, acceptance, and the human experience of love and grief. Apollo's grief and transformation of his beloved reflect themes of empathy and emotional expression, resonating with both LGBTQ and Disabilities mandates (particularly regarding emotional well-being and visibility).

Assessment Evidence

Formative Assessments:

- IXL
- Think, Pair, Share
- Turn and Talk
- Group Work/Discussions
- Closure/Exit Tickets
- Levels of Understanding

Summative Assessments:

- Mythical World Narrative

Common Benchmark Assessments:

- All ELA 8A Summative Assessments
- IXL

Alternate Assessments:

- **Mythical World Project**

Core Instructional & Supplemental Materials

- Whole Class Text (model)
    - The Wanderings of Odysseus by Rosemary Sutcliff
    - from CommonLit
        - Theseus and the Minotaur
        - The Story of Prometheus and Pandora's Box
        - Apollo and Hyacinthus
        - Jupiter and His Mighty Company End the Golden Age
        - The Golden Touch

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
- Audiobook
- Graphic Organizers
- Outlines
- Notes with summaries

Specific Strategies and Practices that Support English Language Learners

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- Personal Glossary
- Extended Time
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- 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
- Outlines
- Notes with summaries

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 Organizers
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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 3

Desired Results

Unit 3 Title: Exploring Characters & Themes: A Literary Voyage through Contemporary Fiction

Unit Summary: This unit explores the genre of contemporary fiction in book clubs focusing on the development of characters and exploration of themes that define modern literature. Through close reading and analysis, students uncover the complexities of characters' motivations, relationships, and transformations, as well as the deeper meanings embedded within the themes of these works.

Learning Standards

NJSLS:

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

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.

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).

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.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

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

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

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.

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 does the protagonist change or evolve throughout the story? What events or decisions contribute to this change? • How do the relationships between characters influence their development and actions? • What drives the main characters to make the choices they do? How do their motivations impact the plot? • Are there any characters whose motivations are unclear or ambiguous? How does this affect your understanding of their actions? • How do different characters interact with each other? Are there significant conflicts or alliances that shape the story? • How do the characters' backgrounds, beliefs, or personalities affect their relationships? • Are there any characters who serve as representations of broader themes or ideas in the story? • What specific traits or qualities make certain characters memorable or impactful?	**Unit Enduring Understandings:** • Characters are complex and multi-dimensional: They evolve throughout the story, influenced by their experiences, relationships, and decisions. • Empathy and perspective: Understanding characters' motivations and perspectives enhances empathy and allows for deeper connections with literature. • Characterization impacts plot: Characters drive the story forward through their choices and interactions, shaping the narrative and its outcomes. • Themes are universal: They explore fundamental aspects of human experience that resonate across different contexts and time periods. • Interpretation and perspective: Themes can be interpreted in multiple ways depending on readers' backgrounds, experiences, and perspectives. • Author's message and intent: Themes reflect the author's purpose and provide insight into the broader message or commentary within the text.

• What are the major themes of the book? How are they revealed through the characters' experiences and actions? • Are there multiple layers of meaning to the themes, or do they change as the story progresses? • How do the events of the story contribute to the exploration of its themes? Can you identify key moments or scenes that highlight these themes? • Do the characters' choices and conflicts reflect the thematic elements of the book? • Are there themes in the book that resonate beyond the specific setting or time period? How might different readers interpret these themes differently? • What do you think the author is trying to convey through the themes of the story? How effective is the author's exploration of these themes?	• Textual evidence: Effective analysis of characters and themes requires supporting interpretations with specific examples and evidence from the text. • Critical thinking: Engaging with characters and themes encourages critical thinking and the exploration of different viewpoints and interpretations. • Comparative analysis: Comparing characters and themes across different texts enhances understanding of common literary elements and techniques. • Connection to self and others: Exploring characters and themes encourages reflection on personal experiences and perspectives, fostering empathy and self-awareness. • Engagement with literature: Developing an appreciation for characters and themes enhances enjoyment and engagement with literature as a lifelong pursuit.

Vocabulary/Grammar:

from Vocabulary Workshop

- Unit 3: Grand Columbian Carnival Unites the World- 1893 + Writing: Words in Action (pg. 40)
- Unit 4: Toni Cade Bambara (African American female writers) + Writing: Words in Action (pg. 58)

from Choice Novel

- Student directed vocabulary practice

Academic Vocabulary:

- Direct/Indirect Characterization; Theme, conflict

Students will be able to:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- 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 particular elements of a text interact across multiple text types, including across literary and informational texts.
- 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.
- 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.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 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:*

- Book Tasting
- Student-directed reading calendar creation
- Read aloud: The Alchemist by Paulo Coelho
    - Sketch notes
    - Seminars

- Execute standards-based mini-lessons to develop skills and strategies:
    - Characterization
    - Conflict
    - Theme
- 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 in book clubs
- Experience activities with partners where critical reading skills are needed for discussion.
- Demonstrate understanding through various assessments

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]
    - *One of Us Is Lying* by Karen M. McManus
        - The novel features Simon, who struggles with mental health and social isolation, offering direct connection to the People with Disabilities mandate through conversations about depression, suicide prevention, and mental wellness. Cooper, one of the main characters, grapples with being secretly gay, making this novel particularly meaningful for the LGBTQ mandate. His story challenges heteronormative assumptions, exposes homophobia, and models acceptance and courage in embracing one's true identity. The text allows rich discussions about the emotional cost of hiding identity and the importance of inclusive support systems in schools.
        - *One of Us Is Lying* directly addresses prejudice, bias, labeling, and equity within school culture. Each student represents a high school stereotype, "the brain, the beauty, the criminal, the athlete, and the outcast," which the author dismantles to reveal complex individual identities. The novel promotes inclusivity, understanding,

and rejecting stereotypes, fully aligning with DEI principles. Themes of truth, restorative justice, and empathy foster discussions about the importance of belonging, integrity, and accountability in diverse communities.

- *Unwind* by Neal Shusterman
  - The novel raises essential questions about what makes someone "worthy" of life, directly addressing the People with Disabilities mandate. Many characters are "unwound" because society labels them unwanted, imperfect, or inconvenient, offering a clear critique of ableism and dehumanization. The story's defense of individual identity, autonomy, and self-acceptance also connects powerfully to LGBTQ inclusion, promoting discussion of bodily integrity, personal freedom, and the right to exist authentically. Lev's journey (from indoctrinated "tithe" to self-realization) echoes themes of identity awakening, acceptance, and resistance to social conformity.
  - *Unwind* is a natural fit for DEI instruction, as it interrogates the structures that determine whose lives matter. The story highlights bias, privilege, and moral complicity, compelling students to examine justice, empathy, and equity in both fictional and real-world systems. Through its multi-perspective narrative and diverse characters, the novel models understanding across differences and encourages ethical decision-making and civic engagement.

- Asian American & Pacific Islanders
  - *Warcross* by Marie Lu
    - *Warcross* directly fulfills the AAPI mandate, as it centers on a Chinese American protagonist and explores her bicultural identity, heritage, and challenges in navigating systemic inequality. The setting alternates between the U.S. and Japan, incorporating East Asian culture, technology, and values into its world-building. Through Emika, Marie Lu highlights the AAPI experience in global contexts, promoting cultural pride, representation, and visibility in modern literature.
- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
  - *We Were Liars* by E. Lockhart
    - The novel deals directly with mental health and trauma, fulfilling the People with Disabilities mandate through its sensitive portrayal of Cadence's psychological struggle, amnesia, and recovery. Her fragmented memory and emotional disorientation highlight the importance of mental health awareness, empathy, and

destigmatization. The story also touches on themes of repression and conformity, which can be extended to discussions about LGBTQ identity and acceptance in families that value image and tradition over authenticity. This alignment supports conversations about belonging, visibility, and compassion.

        - *We Were Liars* is an excellent text for DEI education. It examines privilege, exclusion, and inherited power structures that perpetuate injustice. The novel invites readers to question who holds privilege and who is erased from dominant narratives. It models the process of acknowledging bias, confronting guilt, and moving toward accountability, making it ideal for discussions about equity, fairness, and empathy. Students explore how wealth and race shape moral blindness, encouraging reflection on allyship and ethical responsibility.

- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *The Fault in Our Stars* by John Green
        - The novel directly fulfills the People with Disabilities mandate, as both protagonists navigate life with chronic illness and disability while rejecting pity or stereotypes. It promotes understanding of the social model of disability—showing how society's perceptions, not just illness, shape a person's experience. The story also resonates with LGBTQ inclusion through its broader themes of authenticity, vulnerability, and acceptance of difference. It fosters empathy for those who are "othered" and promotes inclusive representation and compassion.
        - *The Fault in Our Stars* deeply supports DEI education by humanizing characters often marginalized or silenced in mainstream narratives. Hazel and Augustus are complex, intelligent, and emotionally vibrant, challenging stereotypes about people with illnesses or disabilities. The novel promotes empathy, compassion, and inclusion, encouraging students to confront biases and consider how systems (medical, educational, or social) affect access, care, and dignity. It invites discussions about equity, emotional health, and the shared humanity of all individuals.

Assessment Evidence

Formative Assessments:

- IXL

- Think, Pair, Share
- Turn and Talk
- Group Work/Informal Discussions
- Formal Book Club Discussions (Quizzes)
- Closure/Exit Tickets
- Levels of Understanding

Summative Assessments:

- Children's Book with adapted theme

Common Benchmark Assessments:

- IXL
- Vocabulary Unit Assessment
- All ELA 8A Summative Assessments

Alternate Assessments:

- Children's Book Modified Assessment

Core Instructional & Supplemental Materials
Read Aloud: The Alchemist
Book Club Options: • *One of Us Is Lying* by Karen M. McManus • *Unwind* by Neal Shusterman • *Warcross* by Marie Lu • *We Were Liars* by E. Lockhart • *The Fault in Our Stars* by John Green **from CommonLit**

- Social Media: What's Not to Like (nonfiction pairing for One of Us is Lying)
- Fear Prompts Teens to Act Impulsively (nonfiction pairing for Unwind)
- Virtual reality environment for teens may offer an accessible, affordable way to reduce stress [from Science Daily] (nonfiction pairing for Warcross)
- Teen Brain Takes Biggest Sport Hits (nonfiction pairing for We Were Liars)
- The New Survivors (nonfiction pairing for The Fault in Our Stars)
- Conformity (nonfiction pairing for The Alchemist)

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 Organizer
- Outlines
- Notes with summaries

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
- Notes with summaries

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
- Outlines
- Notes with summaries

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 Title: Reading Nonfiction Texts and Crafting Argument

Unit Summary: In this unit, students will explore the art of crafting persuasive arguments through close reading and critical analysis of well-constructed mentor texts. They will learn to identify persuasive techniques (via rhetorical appeals), and evaluate evidence and reasoning. Students will then develop their own arguments on various topics employing rhetorical appeals. Through engaging discussions, writing exercises, student-teacher conferences, and peer feedback, students will enhance their ability to construct well-supported arguments while honing their skills in persuasive writing.

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.
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.

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

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

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

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.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.

Interdisciplinary Connections

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

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 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.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data. 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.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 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.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
Interdisciplinary Connections:

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.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 can persuasive techniques such as ethos, pathos, and logos strengthen or weaken an argument? • What criteria should be used to evaluate the credibility and reliability of sources in argumentative writing? • How do different perspectives and counterarguments contribute to a more robust argument? • What strategies can writers use to effectively organize and structure an argumentative essay? • How does understanding your audience impact the effectiveness of your argument? • What role does evidence play in supporting claims and counterclaims in argumentative writing? • How can language and tone influence the persuasiveness of an argument? • How do ethical considerations influence the development and presentation of arguments? • How can collaboration and peer feedback improve the quality of argumentative writing?	**Unit Enduring Understandings:** • Students will understand how persuasive techniques such as ethos, pathos, and logos are used to effectively convey arguments and influence audiences. • Students will develop the ability to critically analyze texts to identify arguments, evidence, and logical reasoning, distinguishing between strong and weak arguments. • Students will learn how to research and evaluate sources for credibility, relevance, and bias when supporting their arguments with evidence. • Students will grasp the importance of organizing their arguments logically and effectively within the structure of an essay, including clear introduction, body paragraphs with supporting evidence, and a compelling conclusion. • Students will recognize the significance of considering their audience's perspectives, values, and beliefs when constructing persuasive arguments.

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- In what ways can argumentative writing contribute to constructive dialogue and informed decision-making in society?

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- Students will appreciate the ethical considerations involved in presenting arguments honestly, fairly, and with respect for differing viewpoints.
- Students will understand the iterative nature of writing, engaging in revision and editing processes to refine their arguments, improve clarity, and strengthen their overall persuasive impact.
- Students will develop their ability to articulate and defend their ideas confidently through argumentative writing, contributing to meaningful dialogue and informed decision-making.

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Vocabulary/Grammar:

from Vocabulary Workshop

- Unit 3: Grand Columbian Carnival Unites the World- 1893 + Writing: Words in Action (pg. 40)
- Unit 4: Toni Cade Bambara (African American female writers) + Writing: Words in Action (pg. 58)

Academic Vocabulary:

- Argument, Claim, Counterclaim, Evidence, Reasoning, Persuasive Techniques, Rebuttal, Credibility, Bias, Audience, Context, Ethos, Pathos, Logos, Plagiarism

Grammar

- Lesson 8.7: Participles and Participle Phrases (pg. 211-212)

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Students will be able to:

- Cite a range of textual evidence and make clear and relevant connections that strongly support an analysis.

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- 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 and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
- Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
- 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.
- Analyze and reflect on informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence.
- 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.
- 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.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal or academic style, approach, and form. Provide a concluding statement or section that follows from and supports the argument presented.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 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.

- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- Demonstrate command of the system and structure of the English language when writing or speaking.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Activities: *Potential Learning Activities can include:*

- Anticipation Guide
- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies:
    - Logical Appeals (Ethos, Logos, Pathos, Kairos)
    - Argument Structure
    - Argumentative/Persuasive Techniques (i.e. counterarguments/counterclaims)
    - Developing and Evaluating a Thesis (Grammar Resource pg. 129)
- 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.
- Experience activities with partners where critical reading skills are discussed as they relate to argumentation and persuasion.
- Demonstrate understanding through various assessments.
- Shared reading of a play

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, LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *Smarter Than You Think* by Clive Thompson
        - Thompson discusses how data analytics, communication technology, and global collaboration help humanity tackle large-scale problems like climate change. His argument that "connected thinking" makes us collectively smarter directly supports Climate Change education, as it encourages innovation, cooperation, and scientific literacy to address environmental crises. The book reinforces the role of technology in sustainability and global responsibility.
        - *Smarter Than You Think* emphasizes how digital spaces empower marginalized voices, including LGBTQ individuals and people with disabilities, by offering platforms for visibility, community, and self-expression. Thompson discusses technology as an equalizer, enabling those with disabilities to communicate, learn, and create in ways previously limited by physical barriers. The text also supports LGBTQ inclusion by showing how digital communities foster identity formation, empathy, and acceptance.
        - At its core, the book is about equity in knowledge and representation. Thompson argues that technology, when used responsibly, democratizes access to education, amplifies diverse voices, and fosters global empathy. His case studies highlight collaborative intelligence across gender, race, ability, and geography, aligning perfectly with DEI's mission to create inclusive, equitable spaces for learning and innovation. The book can be used to promote classroom dialogue about ethical tech use, global citizenship, and respect for diversity in digital spaces.
- Asian American & Pacific Islanders and Diversity, Equity & Inclusion [DEI]
    - *Outliers* by Malcolm Gladwell
        - *Outliers* meaningfully fulfills the AAPI mandate by examining the influence of Asian cultural values on learning, work ethic, and communication. Gladwell's analysis of Chinese rice farming and its relationship to perseverance and mathematical skill in education provides positive, research-based representation of AAPI cultures. This discussion encourages students to explore how culture shapes cognitive and behavioral patterns,

moving beyond stereotypes to appreciation and understanding. Teachers can deepen this by pairing with AAPI narratives or immigrant success stories to meet full representation goals.

- *Outliers* is a foundational DEI text. It explicitly explores how race, class, geography, and culture shape human outcomes. It provides a framework for understanding equity vs. equality, inviting students to examine privilege, access, and opportunity gaps. Gladwell's narratives promote cultural empathy, cross-cultural understanding, and the dismantling of bias, which are central DEI outcomes. The book's underlying message, that success is collective, not individual, fosters collaborative and inclusive worldviews in alignment with DEI education.

Assessment Evidence
Formative Assessments: • IXL • Think, Pair, Share • Turn and Talk • Group Work/Informal Discussions • Closure/Exit Tickets • Levels of Understanding • Minute Writes • Class Polls • Gamified Practice: Kahoot/BlookIt/Gimkit • Minor: Rhetorical Appeals and Argument Structures and Techniques • 2x Minor: Timed Writing
Summative Assessments: • Persuasive Infographic Presentation
Common Benchmark Assessments:

- IXL
- Vocabulary Workshop Unit Assessment
- All ELA 8A Summative Assessments

Alternate Assessments:

- Persuasive Infographic Essay

Core Instructional & Supplemental Materials

Mentor Texts:

- CommonLit: The Value of Being Confused
- The New York Times: College Essays and ChatGPT
- *Smarter Than You Think* by Clive Thompson (Chapter 1)
- *Outliers* by Malcolm Gladwell (Chapters 1-2)
- The Social Dilemma (Netflix)
- Embark Behavioral Health: “Can Social Media Be a Positive Influence on Teens?”
- 12 Angry Men

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

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

Unit 5

Desired Results

Unit 5: Pages of Impact: Exploring Social Issues Through Literature

Unit Summary: This unit will aim to engage students in thought-provoking discussions about contemporary societal challenges through the lens of literature. Participants will read and analyze a book of their choice that explores various social issues, encouraging empathy, understanding, and critical reflection on these topics. Students will explore societal issues together in book club discussions and work collaboratively to design a Podcast to present to their peers.

Learning Standards

NJSLS:

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.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.

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.

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

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

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.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.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.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.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

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

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem

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 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*): 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
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.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

Learning Targets	
Unit Essential Questions: • How do characters' identities shape their experiences and interactions within the story? • What injustices or inequalities are portrayed in the book, and how do characters respond to them? • How do these issues reflect broader societal challenges or systemic issues? • How does the book depict the impact of community actions or movements on social issues? • What can we learn from these depictions about the potential for collective action and change?	**Unit Enduring Understandings:** • Students will come to understand that social issues are multifaceted and often interconnected with various aspects of identity, power dynamics, and systemic structures. • Engaging with diverse characters and narratives allows students to empathize with different perspectives and experiences. • Through discussions on characters' actions and choices within the literature, students will explore how characters navigate ethical dilemmas and advocate for change, reflecting on their own roles in societal issues.

• What similarities or differences exist between the issues faced by characters and those faced in different parts of the world? • What lessons can readers take from these characters' actions in terms of personal responsibility? • How does the book convey messages of hope or resilience in the face of social challenges?	• By studying narratives that depict social change efforts or community resilience, students will explore strategies for addressing social issues in their own lives and communities, inspired by the examples set forth in literature.
Vocabulary/Grammar: from Vocabulary Workshop • Unit 5: Reality Check (Pop culture) + Writing: Words in Action (pg. 68) • Unit 6: Diary of a Young Migrant Worker (Mexican migrant 1940) + Writing: Words in Action (pg. 78) Academic Vocabulary • Social justice; Inequality; Marginalization; advocacy; empowerment; community engagement; resilience; activism	
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. • 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. • 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 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 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:*

- Student-directed reading calendar creation
- Read aloud: A Long Walk to Water by Linda Sue Park
    - Sketch notes
    - Seminars
- Execute standards-based mini-lessons to develop skills and strategies:
    - TQE

    - STEAL (to analyze characters)
- 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 in book clubs
- Experience activities with partners where critical reading skills are needed for discussion.
- Demonstrate understanding through various assessments

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 and Diversity, Equity & Inclusion [DEI]
    - *Dry* by Jarrod Shusterman and Neal Shusterman
        - *Dry* is one of the most direct and engaging fictional texts for the Climate Change mandate. The entire plot centers on the realistic consequences of environmental neglect, resource scarcity, and governmental inaction. Students can examine the science behind drought, sustainability, and water conservation, while also considering the moral dimensions of environmental stewardship. The novel reinforces climate literacy, global responsibility, and the need for collaborative action, aligning perfectly with this mandate.
        - *Dry* deeply supports DEI education by exposing systemic inequities that emerge during crises, access to water, government response, and community cooperation are all shaped by socioeconomic privilege. The story provokes discussion on who gets resources first and why, challenging students to confront bias, selfishness, and ethical decision-making. Through multiple narrators of different backgrounds, it fosters empathy and encourages critical analysis of privilege, race, and equity in survival settings. It highlights that resilience and cooperation are stronger than division, a key DEI concept.
- Diversity, Equity & Inclusion [DEI]
    - *How to Disappear* by Gillian McAllister

        - *How to Disappear* deeply engages DEI principles through its focus on justice, protection, identity, and moral empathy. The narrative questions systemic bias, institutional power, and fairness — asking students to think about whose stories are heard and whose are silenced. It portrays complex female characters navigating power structures, fostering discussion about gender equity and moral courage. Through its emotional and ethical lens, it builds compassion and awareness of how societal systems can perpetuate fear, inequality, and misunderstanding.
- Asian American & Pacific Islanders
    - *Skyhunter* by Marie Lu
        - Talin's identity as a mute refugee and woman of color reflects intersectional experiences of marginalization often faced by immigrant and AAPI communities. The novel celebrates cultural diversity through language, customs, and symbols of heritage—showcasing resilience and pride in identity despite oppression. By centering a nonwhite, disabled, female protagonist as a hero, Lu subverts traditional Western narratives, providing powerful representation for AAPI students and others seeking inclusive role models. The story fosters discussion on immigration, cultural assimilation, and belonging, which are central to the AAPI mandate.

Assessment Evidence
Formative Assessments: • IXL • Think, Pair, Share • Turn and Talk • Group Work/Discussions • Closure/Exit Tickets • Levels of Understanding
Summative Assessments: • Vocabulary Unit

- Podcast

Common Benchmark Assessments:

- IXL
- All ELA 8A Summative Assessments

Alternative Assessments:

- Essay instead of Podcast

Core Instructional & Supplemental Materials

Read aloud: A Long Walk to Water or Refugee

Book Club Options

- *Dry* by Jarrod Shusterman and Neal Shusterman
- This Mortal Coil by Cynthia Asquith
- *How to Disappear* by Gillian McAllister
- *Skyhunter* by Marie Lu
- *Scythe* by Neal Shusterman

from CommonLit

- Water Scarcity: A Global Issue (nonfiction pairing for A Long Walk to Water or Refugee)
- These teens have some ideas for stopping climate change (nonfiction pairing for Dry)
- Cracking Code Purple (nonfiction pairing for This Mortal Coil)
- Explainer: How CRISPR Works (nonfiction pairing for This Mortal Coil)
- Teens Using Social Media for Good Deeds (nonfiction pairing for How to Disappear)
- Going to School as a Refugee (nonfiction pairing for Skyhunter)
- The Face of Immortality (nonfiction pairing for Scythe)

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
- Outlines
- Notes with Chapter Summaries

Specific Strategies and Practices that Support English Language Learners

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- Think-pair-share
- Cooperative learning groups
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Students at Risk of Failure

- Home/School Connection
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share
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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 6

Desired Results

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

Unit Summary: In this unit, students will read and analyze poetry written by children who were directly affected by the Holocaust. The unit will provide a comprehensive overview of the Holocaust focusing on its historical context and impact on the lives of the young children who suffered through the darkest time in history.

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.

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.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.

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*):
8.2.8.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:
6.3.8.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:** • Understanding the complex interplay of political, economic, and social factors is crucial to comprehending how extremist ideologies like Nazism gained traction and led to the Holocaust. • Examining the living conditions in ghettos and camps reveals the resilience of human spirit in the face of extreme adversity and the moral dilemmas faced by individuals in times of crisis. • The long-term impact of the Holocaust on survivors, their families, and global consciousness underscores the necessity of preserving memory and fostering empathy to prevent future atrocities.

• 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?	• Remembering the Holocaust serves not only to honor the victims but also to educate future generations about the consequences of prejudice, intolerance, and indifference. • Recognizing parallels between the Holocaust and other instances of genocide highlights the ongoing importance of promoting human rights, confronting hate speech, and fostering inclusive societies.
Vocabulary/Grammar from Vocabulary Workshop • Unit 5: Reality Check (Pop culture) + Writing: Words in Action (pg. 68) • Unit 6: Diary of a Young Migrant Worker (Mexican migrant 1940) + Writing: Words in Action (pg. 78) Academic Vocabulary • genocide; anti-semitism; Nazi Party; Final Solution; Death Camp; Ghetto; Resistance; Commemoration	
Students will be able to: • 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. • 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 multiple aspects of what a literary text says explicitly 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.

Learning Activities:

- poems from *I Never Saw Another Butterfly*
    - Seminars
- Execute standards-based mini-lessons to develop skills and strategies:
    - Poetry Analysis: SSWIFT
- Engage in protected time for independent reading and writing
- Confer individually with the teacher
- Engage in small-group reading/writing skills-based instruction.

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.

- Amistad & Holocaust
    - *The Diary of Anne Frank*
        - *The Diary of Anne Frank* is the cornerstone of Holocaust Education, it directly fulfills the New Jersey Holocaust mandate. The diary is a primary historical source that documents antisemitism, persecution, and genocide from the perspective of a teenager, giving students a personal understanding of the Holocaust's human cost. It encourages moral reflection on prejudice, intolerance, and the consequences of hatred, which are central to Holocaust studies. Anne's personal voice transforms abstract historical facts into empathy-based learning, fostering understanding of victims' humanity. The text provides opportunities for inquiry into bystander behavior, complicity, and moral courage, reinforcing the state's goal that all students learn to "respect diversity and confront hatred."

Assessment Evidence
Formative Assessments: • IXL • Think, Pair, Share • Turn and Talk • Group Work/Discussions • Closure/Exit Tickets • Levels of Understanding
Summative Assessments: • IXL • Vocabulary Unit • Comparative Literary Analysis Essay
Common Benchmark Assessments:

- All ELA 8A Summative Assessments

Alternate Assessments:

- Comparative Literary Analysis Project

Core Instructional & Supplemental Materials
excerpts from *I Never Saw Another Butterfly* excerpts from *The Diary of Anne Frank* (published journal) excerpts from "The Diary of Anne Frank" (play) from CommonLit: • Courage in Denmark: Resistance to the Nazis in WWII from The United States Holocaust Memorial Museum • Who Was Anne Frank? from The United States Holocaust Memorial Museum • First They Came... by Martin Niemöller • Elie Wiesel's Nobel Acceptance Speech by Elie Wiesel • Jewish Refugees on the St. Louis by Jessica McBirney

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
- Notes
- Video guides

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

- Video guides
- Audiobooks

Students at Risk of Failure

- Home/School Connection
- Homogeneous Grouping
- Supplemental Instruction
- Think-Pair-Share
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Specific Strategies and Practices that Support Gifted & Talented Students

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

Unit 7

Desired Results

Unit 7 Title: Mastery Quest: ELA8 Test Prep

Unit Summary: This unit is designed to prepare students for success on the NJSLA assessments by focusing on developing advanced analytical reading and writing skills across various genres and content areas. Students will engage in close reading, critical analysis, and evidence-based writing tasks aligned with NJSLA expectations.

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.

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.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

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

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

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.

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:	**Unit Enduring Understandings:**

• 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?	• 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) Academic Vocabulary • analyze; evaluate; infer; synthesize; argumentative; expository; evidence; central idea; cite; analysis; theme; evaluate; claim; thesis statement	
Students will be able to:	

- 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.
- 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.
- 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.
- 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; provide a summary of the text distinct from personal opinions or judgments.
- 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.
- 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
- 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

- 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: • IXL • Think, Pair, Share • Turn and Talk • Group Work/Discussions • Closure/Exit Tickets • Levels of Understanding
Summative Assessments: • Vocabulary Unit • All ELA 8A Summative Assessments
Common Benchmark Assessments: • IXL • Vocabulary Unit
Alternative Assessments: • modified assessment • modified assignments that still explore state-test preparation

Core Instructional & Supplemental Materials

Preparatory 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:

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

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

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

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

Unit 8

Desired Results

Unit 8 Title: Introduction to the Bard: Reading & Performing *A Midsummer Night's Dream*

Unit Summary: In this unit students will be introduced to William Shakespeare and one of his comedies, A MIdsummer Night's Dream. Students will become acquainted with and analyze the lines in the play. They will also work collaboratively to perform an Act with their acting groups.

Learning Standards

NJSLS:

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

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

RL.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.

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.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.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:

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How does Shakespeare's use of poetic language, imagery, and rhetoric contribute to the overall impact of his plays?	• Through performance, students understand that Shakespeare creates multifaceted characters with depth,

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- What strategies can actors use to effectively interpret and deliver Shakespearean language to convey meaning and emotion?
- How does Shakespeare structure his plays (e.g., acts, scenes, soliloquies) to build tension, develop plot, and engage audiences?
- What choices do directors and actors make to bring Shakespeare's characters and scenes to life on stage?
- How can performance choices (e.g., staging, costume, gesture) influence audience understanding and engagement with Shakespeare's plays?
- Why do Shakespeare's plays continue to be performed and studied worldwide, centuries after they were written?

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motivations, and complexities that resonate across time and cultures.

- Performing Shakespeare's language helps students appreciate the power of poetic expression, metaphor, and rhetoric in conveying emotions, ideas, and themes effectively.
- Engaging in group rehearsals and performances fosters collaboration, teamwork, and communication skills essential for effective theater production.
- Students appreciate the balance between honoring Shakespeare's original intent and making creative choices that resonate with contemporary audiences and contexts.

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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)

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Students will be able to:

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- 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 (by the authors, directors or actors) when presenting an idea in different mediums, including the

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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.

- 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.

Learning Activities: *Potential Learning Activities can include:*

- Anticipation Guides
- Elizabethan Background Information
- Shakespeare's Language Practice
- Text Previewing
- Whole class read aloud and performance
- Reading responses
- Whole-Class discussions
- Mini Lessons:
    - Introduction to Shakespeare Groups
    - Shakespearean Vocabulary
    - Historical Context/Background Information

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]
    - A Midsummer Night's Dream by William Shakespeare
        - The play's exploration of love without boundaries (including same-sex friendship and emotional intimacy between Hermia and Helena) invites inclusive discussion about the spectrum of relationships and identities. The frequent use of disguise and transformation allows for rich analysis of gender roles and self-expression,

supporting LGBTQ-inclusive pedagogy. The “mechanicals,” a group of common laborers whose performance is mocked by the upper class, offer a lens on classism and ableism, helping students discuss how societies value or marginalize individuals based on perceived “difference” or ability. Puck, an androgynous figure who moves between worlds and roles, symbolizes nonbinary or fluid identity, making the play a safe entry point for LGBTQ inclusion and visibility.

- It encourages discussion about equity and autonomy, particularly how patriarchal or hierarchical systems affect choice (e.g., Egeus demanding Hermia marry Demetrius). It presents multiple social classes, personalities, and perspectives, demonstrating that wisdom and humanity exist beyond nobility or privilege. Through humor and conflict, Shakespeare invites audiences to recognize commonality across differences, aligning with DEI’s goals of empathy and inclusion. Students can also analyze how language and misunderstanding create conflict, reinforcing DEI principles of communication, respect, and understanding.

Assessment Evidence
Formative Assessments: • IXL • Think, Pair, Share • Turn and Talk • Group Work/Discussions • Closure/Exit Tickets • Levels of Understanding
Summative Assessments: • Final Performance   ○ Student Choice: Original Text or Student Translation
Common Benchmark Assessments:

- IXL
- All ELA 8A Summative Assessments

Alternate Assessments:

- The Final Performance is Student Choice

Core Instructional & Supplemental Materials
Whole Class Text: • A Midsummer Night's Dream by William Shakespeare
from CommonLit: • Shakespeare: Who Was the Bard (nonfiction pairing)

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
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- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Audio Recording of Shakespeare
- Side by Side Translation

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- Small Group In-Depth Instruction
- Differentiated Online Practice
- Full-text version of Shakespearian