

Moonachie School District

English Language Arts Curriculum:

Grade 8

New Jersey Student Learning Standards for English Language Arts

Born On: August 27, 2024

Re-Adoption: August 26, 2025

The following maps outline the Eighth Grade New Jersey Student Learning Standards for English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Reading Literature and Informational Text

End of story tests
End of Unit/Theme Assessments
Running Records
STAR Assessments
Sequencing activities
SAAVAS MyView Benchmark Assessments
End of Book Activities
Exit slips
Blogs/Journal entries
Literary Analysis Tasks
Research Simulated Tasks
Narrative Task
Leveled Libraries

Writing and Language

Journal Entries
Writing Process Pieces
Friendly Letter
Persuasive
Narrative
Expository
Newspaper Article
Written activities
Technology Based Presentations
End of Book Activities/Pamphlets
Literary Analysis Tasks
Research Simulated Tasks

Foundational Skills

Running records
Spelling Tests/Dictations
Sorting activities
Building words
Proofreading Editing
Written activities
Writing samples

Resources:

Graphic Organizers

Sequencing cards

Writers checklist

SMARTBoard

Leveled libraries

Audio books

Student Journals

Sentence strips

Rubrics

Center Activities

Word rings

Proofreading chart

Retelling props

SAAVAS MyView materials

[Decodable Texts for Emergent Readers](#)**References:**<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/><http://www.state.nj.us/education/cccs/2016/ela/>NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>**Websites:**www.brainpop.comwww.spellingcity.comwww.eduplace.comwww.brainpopjr.comwww.edmoto.comwww.thinkcentral.comwww.mrnussbaum.comwww.rticentral.comwww.scholastic.comwww.superteacherworksheets.comwww.readworks.orgwww.ereadingworksheets.com/www.readwritethink.orgwww.puzzlemaker.comwww.readingatoz.comwww.wordle.comwww.manybooks.netwww.commoncoresheets.comwww.adaptedmind.comwww.smartexhcange.comwww.learnzillion.com

English Language Arts Practices

Across All Domains & Standards

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.

Content Area: ELA Reading	Grade Level: Eighth
Unit 1: Short Stories	Length of time: September to November
<p>Unit Theme: In this unit, students will read and analyze a variety of short stories to understand how authors use elements such as plot, character development, conflict, setting, and theme to create meaningful narratives. Students will practice close reading skills, make inferences, and support their ideas with textual evidence. Through discussion and written responses, students will develop a deeper understanding of how authors convey messages and shape readers' experiences through storytelling.</p>	
<p>Essential Question: How do authors use story elements to develop meaning and engage the reader?</p>	
Unit Readings Objectives:	
<ul style="list-style-type: none"> - Identify and analyze key elements of short stories, including plot, setting, characters, conflict, and resolution. - Determine the theme or central idea of a short story and explain how it is developed through details in the text. - Analyze how an author develops characters, including how characters respond to challenges or change over the course of a story. - Cite textual evidence to support analysis and inferences about characters, plot, and theme. 	

- Analyze the impact of point of view on the events and meaning of a short story.
- Explain how an author uses figurative language, imagery, and sensory details to enhance meaning and tone.
- Identify and explain how conflict drives the plot and influences character development.
- Summarize a short story accurately, including key events and outcomes, without adding personal opinion.
- Compare and contrast elements of two or more short stories, such as themes, characters, or settings.
- Use appropriate academic vocabulary when discussing and writing about short stories.

Unit Readings Standards:

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

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

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

[RL.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).

[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.

Unit Writing Objectives:

- Write claims or thesis statements that clearly take a position on a topic or text.
- Support claims with reasons, relevant evidence, and examples from texts or research.
- Organize writing with a logical structure, including introduction, body paragraphs, and conclusion.
- Introduce and acknowledge counterclaims or alternative perspectives, responding to them effectively.
- Use textual evidence accurately, including quotations and paraphrasing, to strengthen arguments.
- Explain how evidence supports or strengthens their claim with clear reasoning.
- Use transition words and phrases to connect ideas and clarify relationships between claims, evidence, and reasoning.

- Maintain a formal style and objective tone appropriate for argumentative writing.
- Revise and edit writing for clarity, coherence, grammar, and punctuation.
- Incorporate academic and domain-specific vocabulary to enhance credibility and precision.

Unit Writing Standards:

[L.SS.8.1](#) Demonstrate command of the system and structure of the English language when writing or speaking.

[L.SS.8.1.A](#) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

[L.SS.8.1.B](#) Form and use verbs in the active and passive voice.

[L.SS.8.1.C](#) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

[L.SS.8.1.D](#) Recognize and correct inappropriate shifts in verb voice and mood.

[L.SS.8.1.E](#) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

[L.SS.8.1.F](#) Use an ellipsis to indicate an omission.

[L.SS.8.1.G](#) Recognize spelling conventions.

[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.AW.8.1.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.

[W.AW.8.1.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.

[W.AW.8.1.C](#) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[W.AW.8.1.D](#) Establish and maintain a formal or academic style, approach, and form.

[W.AW.8.1.E](#) Provide a concluding statement or section that follows from and supports the argument presented.

Evidence of Learning (Assessment)

Assessments: Benchmark - STAR **Summative** - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative** - Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor

writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate** - Oral presentations, small group socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

Interdisciplinary Connections

Social Studies

- 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. L

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Career Readiness, Life Literacies and Key Skill

- 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.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Content Area: ELA Reading	Grade Level: Eighth
Unit 2: Identity and Choices in Difficult Times	Length of time: November to January

Unit Theme: This unit explores how individuals navigate identity, morality, and difficult circumstances. Through reading *The Outsiders*, *Night*, and *The Boy in the Striped Pajamas*, students will examine how characters respond to conflict, oppression, and social pressures. The unit emphasizes analyzing **characters, themes, and historical or social contexts**, while making connections between fictional and historical accounts of human experience. Students will practice **critical thinking and textual analysis**, using evidence from the texts to understand choices, consequences, and the impact of society on individuals

Essential Question: How do personal choices, identity, and the pressures of society shape the experiences and actions of individuals?

Unit Readings Objectives:

- Identify and analyze literary elements: plot, setting, characters, conflict, and resolution.
- Determine the theme or central idea of a text and explain how it develops over the course of the story.
- Analyze characters' motivations, growth, and relationships, and how their choices affect events and outcomes.
- Examine internal and external conflicts, including societal, cultural, and historical influences, and how they shape the narrative.
- Analyze the author's use of tone, mood, symbolism, and figurative language to convey meaning and theme.
- Cite textual evidence to support interpretations, inferences, and conclusions about the text.
- Compare and contrast characters, events, or themes across texts when applicable.
- Analyze the impact of historical and social context on characters, events, and themes.
- Summarize key events accurately, focusing on major ideas versus minor details.
- Use academic and literary vocabulary when discussing or writing about texts.

Unit Readings Standards:

[L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening](#)

[L.KL.8.2.A](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

[L.KL.8.2.B](#) Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

[L.KL.8.2.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).

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

[RL.CI.8.2](#) Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

[RI.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.

Unit Writing Objectives:

Identify similarities and differences between characters, events, themes, or perspectives across texts (*The Outsiders*, *Night*, *The Boy in the Striped Pajamas*).

Organize writing using structured paragraphs, Venn diagrams, or graphic organizers to clearly show comparisons and contrasts.

Use textual evidence from each text to support comparisons and contrasts.

Explain how similarities and differences reveal deeper understanding of characters, events, or themes.

Write a cohesive essay with a clear introduction, body paragraphs, and conclusion.

Use transition words and phrases to signal comparisons and contrasts (e.g., similarly, in contrast, on the other hand).

Incorporate academic and domain-specific vocabulary to strengthen writing.

Revise writing to improve clarity, organization, and depth of analysis.

Content Area: ELA Reading	Grade Level: Eighth
Unit 3: Voices and Control	Length of time: February to March
<p>Unit Theme: This unit explores power, leadership, and the consequences of corruption and inequality. Through reading <i>Animal Farm</i>, students will analyze how Orwell uses allegory, satire, and symbolism to comment on society and human behavior. The unit emphasizes understanding characters, themes, and societal structures, while examining how individuals respond to authority, fairness, and injustice. Students will practice critical thinking and textual analysis, citing evidence to interpret meaning, recognize political and social messages, and connect the text to historical or contemporary contexts.</p>	
<p>Essential Question: How does the use of power and leadership affect individuals and society, and what can literature teach us about fairness and corruption?</p>	
Unit Readings Objectives:	
<p>Identify and analyze literary elements: plot, setting, characters, conflict, and resolution. Determine the theme or central idea of the novel and explain how it develops through events, character actions, and allegory. Analyze characters' motivations, traits, and growth, and how they influence events on the farm. Examine the use of allegory, symbolism, and satire to convey political and social messages. Analyze the author's use of tone, mood, and figurative language to shape meaning. Cite textual evidence to support interpretations and inferences about characters, plot, and themes. Summarize chapters accurately, distinguishing major events from minor details. Analyze the impact of leadership, power, and corruption on individuals and society. Make connections between the text and historical, political, or social contexts. Use academic and literary vocabulary when discussing or writing about the novel.</p>	
Unit Readings Standards:	

[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.VL.8.3.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.

[L.VL.8.3.B](#) Analyze the impact of specific word choices on meaning and tone.

[L.VL.8.3.C](#) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

[L.VL.8.3.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.

[L.VL.8.3.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.IT.8.3](#) Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

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

Unit Writing Objectives:

Write clear and organized expository essays that explain ideas, events, or concepts from the text.

Introduce a topic with background information or context to engage the reader.

Support explanations with relevant textual evidence, facts, and examples from *Animal Farm*.

Explain how evidence or examples clarify or support ideas with clear reasoning.

Organize writing logically with an introduction, body paragraphs, and conclusion.

Use transition words and phrases to connect ideas and guide the reader through explanations.

Incorporate domain-specific and academic vocabulary to strengthen writing.

Analyze and explain themes, character motivations, and societal messages from the text.

Revise writing to improve clarity, coherence, and depth of explanation.
Edit writing for grammar, punctuation, sentence structure, and spelling to ensure clear communication.

Unit Writing Standards:

[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. 🌱

Evidence of Learning (Assessment)

Assessments: Benchmark - STAR **Summative** - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative** - Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate** - Oral presentations, small group socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

Interdisciplinary Connections

Math

- 8.SP.A.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- 8.SP.A.2: Know that straight lines are widely used to model relationships between two quantitative

variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit (e.g. line of best fit) by judging the closeness of the data points to the line.

Social Studies

- 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.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.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Content Area: ELA Reading	Grade Level: Eighth
Unit 4: Choices and Consequences	Length of time: March to April
<p>Unit Theme: This unit explores how the choices individuals make shape their lives and the lives of others. In <i>And Then There Were None</i>, students analyze how decisions, secrets, and moral actions drive suspense and determine outcomes. In <i>Tuck Everlasting</i>, students examine how characters grapple with life-altering choices and the consequences of immortality. The unit emphasizes understanding characters, themes, and cause-and-effect relationships, while analyzing how authors use literary techniques such as suspense, symbolism, and narrative perspective to convey meaning. Students will practice critical thinking, textual analysis, and evidence-based reasoning to understand the impact of choices on individuals and society.</p>	
<p>Essential Question: How do the choices people make shape their lives and the world around them?</p>	
<p>Unit Readings Objectives:</p>	

Fiction – *And Then There Were None*

By the end of the unit, students will be able to:

- Identify and analyze literary elements: plot, setting, characters, conflict, and resolution.
- Determine the theme or central idea and explain how it develops through suspense, plot twists, and character actions.
- Analyze characters' motivations, decisions, and consequences, especially under pressure.
- Examine the author's use of suspense, foreshadowing, and mystery elements to engage readers.
- Cite textual evidence to support inferences and interpretations about characters, plot, and themes.
- Summarize events accurately while distinguishing major details from minor ones.
- Analyze how tone, mood, and pacing contribute to the overall meaning and reader experience.
- Use academic and literary vocabulary when discussing or writing about the text.

Fiction – *Tuck Everlasting*

By the end of the unit, students will be able to:

- Identify and analyze literary elements: plot, setting, characters, conflict, and resolution.
- Determine the theme or central idea and explain how it develops through character choices and events.
- Analyze characters' motivations, growth, and relationships, and how these shape the story's moral or message.
- Examine the author's use of symbolism, figurative language, and narrative perspective to convey meaning.
- Cite textual evidence to support inferences and interpretations about characters, plot, and themes.
- Summarize key events while distinguishing major ideas from minor details.
Make connections between the story and real-world ideas or ethical questions (e.g., mortality, choices, and the passage of time).
- Use academic and literary vocabulary when discussing or writing about the text.

Unit Readings Standards:

- L.VI.8.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [L.VI.8.4.A](#) Interpret figures of speech (e.g., verbal irony, puns) in context.
- [L.VI.8.4.B](#) Use the relationship between particular words to better understand each of the words.
- [L.VI.8.4.C](#) Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [L.VI.8.4.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.
- 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.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. 🌱
- [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.

Unit Writing Objectives:

- Write claims supported by reasons and relevant textual evidence.

- Introduce a claim and distinguish it from opposing viewpoints.
- Use the RACE strategy (Restate, Answer, Cite Evidence, Explain) to structure responses.
- Organize writing with an introduction, body paragraphs, and conclusion.
- Explain how evidence supports and strengthens an argument.
- Incorporate academic and domain-specific vocabulary appropriate for the topic.
- Address and respond to counterclaims in a clear, age-appropriate way.
- Revise and edit writing for clarity, coherence, and effectiveness of argument.
- Identify similarities and differences between texts, characters, events, or historical figures.
- Organize writing using Venn diagrams, charts, or structured paragraphs.
- Use textual evidence from multiple sources to support comparisons and contrasts.
Explain how the similarities and differences affect meaning, theme, or understanding of the text(s).
- Use transition words and phrases to clearly signal comparisons (e.g., similarly, in contrast, on the other hand).
- Write a cohesive paragraph or essay that logically presents comparisons and contrasts.
- Revise writing to improve clarity, organization, and evidence use.
- Write clear and organized explanatory paragraphs and essays that convey ideas or information.
- Introduce a topic with background information or context.
- Support explanations with facts, textual evidence, or examples.
- Explain how evidence or examples clarify or support ideas.
- Organize writing logically with an introduction, body, and conclusion.
- Use transition words and phrases to connect ideas within and between paragraphs.
- Incorporate domain-specific vocabulary related to the topic.
- Revise and edit writing for clarity, coherence, and effective communication.

Unit Writing Standards:

- [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.AW.8.1.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.

- [W.AW.8.1.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.
- [W.AW.8.1.C](#) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- [W.AW.8.1.D](#) Establish and maintain a formal or academic style, approach, and form.
- [W.AW.8.1.E](#) Provide a concluding statement or section that follows from and supports the argument presented.

Evidence of Learning (Assessment)

Assessments: Benchmark - STAR **Summative** - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative** - Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate** - Oral presentations, small group socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

Interdisciplinary Connections

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Social Studies

- 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.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.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Content Area: ELA Reading	Grade Level: Eighth
Unit 5: Fear, Judgment, and Responsibility	Length of time: May to June
<p>Unit Theme: This unit explores how fear, bias, and group dynamics influence human behavior and decision-making. In <i>The Monsters Are Due on Maple Street</i>, students examine how suspicion and fear can escalate into chaos and conflict. In <i>12 Angry Men</i>, students analyze how personal biases, moral responsibility, and reasoning affect the outcome of a jury deliberation. The unit emphasizes understanding characters, themes, and social dynamics, while analyzing how authors use dramatic elements, dialogue, and stage directions to convey meaning. Students will practice critical thinking, textual analysis, and evidence-based reasoning to evaluate how fear and judgment impact individuals and communities.</p>	
<p>Essential Question: How do fear, bias, and group dynamics influence our decisions and actions?</p>	
Unit Readings Objectives:	
Drama – <i>The Monsters Are Due on Maple Street</i>	
<ul style="list-style-type: none">● Identify and analyze dramatic elements: plot, setting, characters, conflict, and resolution.● Determine the theme or central idea and explain how it develops through character actions and events.● Analyze characters' motivations and group dynamics to understand fear, suspicion, and human behavior.● Examine the author's use of dialogue, stage directions, and suspense to develop tension and convey meaning.● Cite textual evidence to support inferences and interpretations about characters, plot, and theme.	

- Analyze how tone, mood, and pacing influence the audience's perception.
- Make connections between the play's events and real-world social or psychological phenomena (e.g., mob mentality).
- Use academic and literary vocabulary when discussing or writing about the play.

Drama – *12 Angry Men*

- Identify and analyze dramatic elements: plot, setting, characters, conflict, and resolution.
- Determine the theme or central idea and explain how it develops through dialogue, juror interactions, and decisions.
- Analyze characters' motivations, biases, and reasoning and how these affect group decisions. Examine the author's use of dialogue, stage directions, and pacing to create tension and build arguments.
- Cite textual evidence to support inferences and interpretations about characters, plot, and themes.
- Analyze how persuasive language and rhetorical strategies influence others' opinions and decisions. Make connections between the play and real-world concepts of justice, ethics, and civic responsibility.
- Use academic and literary vocabulary when discussing or writing about the play.

Unit Readings Standards:

- [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.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.
- [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.CI.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.CI.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.
- [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.PE.8.1.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.
- [SL.PE.8.1.B](#) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- [SL.PE.8.1.C](#) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- [SL.PE.8.1.D](#) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- [SL.II.8.2](#) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 🌱

Unit Writing Objectives:

- Write narrative stories that have a clear sequence of events, including a beginning, middle, and end.
- Develop characters, setting, and plot in a way that engages the reader.
- Use dialogue, thoughts, and actions to reveal characters' traits and motivations.
- Incorporate conflict and resolution to create tension and drive the story.
- Use descriptive language, sensory details, and figurative language to enhance mood and tone.
- Organize writing with coherent paragraphs and smooth transitions between events.

- Demonstrate consistent point of view and perspective throughout the narrative.
- Revise writing to improve clarity, character development, and plot structure.
- Edit writing for grammar, punctuation, spelling, and sentence variety.
- Use vocabulary from the text or academic language to enrich storytelling.

Unit Writing Standards:

- [W.NW.8.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- [W.NW.8.3.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.
- [W.NW.8.3.B](#) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- [W.NW.8.3.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.
- [W.NW.8.3.D](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- [W.NW.8.3.E](#) Provide a conclusion that follows from and reflects on the narrated experiences or events.
- [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.

Evidence of Learning (Assessment)

Assessments: Benchmark - STAR **Summative** - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative** - Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate** - Oral presentations, small group socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

Interdisciplinary Connections

Math

- 8.SP.A.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- 8.SP.A.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit (e.g. line of best fit) by judging the closeness of the data points to the line.

Social Studies

- 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.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.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking

- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make technology appropriate and sustainable in one society but not in another.
- 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devices to address climate change issues and use data to justify which choice is best.

Career Readiness, Life Literacies, and Key Skills

- 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

- 9.2.8.CAP.16: Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
- 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
- 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.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.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change.
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Ready Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence Stems Paragraph Frames	Word walls Visual aides Graphic organizers Multimedia Leveled-readers	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time	Curriculum compacting Challenge assignments Enrichment activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers

Bilingual Dictionaries Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Parent communication Modified assignments Counseling	Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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