



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT English

COURSE English, Grade 8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English, Grade 8

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born Date Combine Reading and Language Arts
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates
August 2026	Ian Schwartz	Review

Township of Ocean Pacing Guide

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DEPARTMENT English

COURSE English, Grade 8

Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Suspense	21	Unit 4: Contact Sports: Worth the Risk?
2	Unit 1: Suspense	22	Unit 4: Contact Sports: Worth the Risk?
3	Unit 1: Suspense	23	Unit 4: Contact Sports: Worth the Risk?
4	Unit 1: Suspense	24	Unit 4: Contact Sports: Worth the Risk?
5	Unit 1: Suspense	25	Unit 4: Contact Sports: Worth the Risk?
6	Unit 1: Suspense	26	Unit 4: Contact Sports: Worth the Risk?
7	Unit 2: Conveying Courage	27	Unit 4: Contact Sports: Worth the Risk?
8	Unit 2: Conveying Courage	28	Unit 5: Othering and Belonging
9	Unit 2: Conveying Courage	29	Unit 5: Othering and Belonging
10	Unit 2: Conveying Courage	30	Unit 5: Othering and Belonging
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: Conveying Courage	31	Unit 5: Othering and Belonging
12	Unit 2: Conveying Courage	32	Unit 5: Othering and Belonging
13	Unit 2: Conveying Courage	33	Unit 5: Othering and Belonging
14	Unit 3: Twelve Angry Men	34	Unit 6: The Debate Over School Start Time
15	Unit 3: Twelve Angry Men	35	Unit 6: The Debate Over School Start Time
16	Unit 3: Twelve Angry Men	36	Unit 6: The Debate Over School Start Time

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17	Unit 3: Twelve Angry Men	37	Unit 6: The Debate Over School Start Time
18	Unit 3: Twelve Angry Men	38	Unit 6: The Debate Over School Start Time
19	Unit 3: Twelve Angry Men	39	Unit 6: The Debate Over School Start Time
20	Unit 3: Twelve Angry Men	40	Unit 6: The Debate Over School Start Time

Core Instructional & Supplemental Materials including various levels of Texts

- CommonLit 360 Curriculum, Grade 8, Edition 2.0
- CommonLit.org digital lessons, annotations, questions, vocabulary, grammar, discussion, and writing activities
- *Twelve Angry Men* by Reginald Rose
- Independent reading and book club options
- Advanced English, Grade 8: Supplemental texts, which range in complexity and explore thematic links to the unit
- District-approved supplemental resources, including materials that support applicable New Jersey mandates
- Newsela (for various levels of text)

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Time Frame	6 Weeks
Topic	
Unit 1: Suspense	
Alignment to Standards	
RL.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RL.CI.8.2. Determine a theme in a literary text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RI.CI.8.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RL.IT.8.3. Analyze how particular elements of a text interact, including how dialogue or incidents propel action, reveal character, or provoke a decision. RI.IT.8.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas. RL.PP.8.5. Determine how an author conveys or develops perspective or purpose in a text. RI.TS.8.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole. RL.MF.8.6. Compare and contrast texts or versions of texts across different media and analyze the unique qualities of different mediums. RL.CT.8.8. Compare and contrast literary texts in different forms, by different authors, or from different genres in their approaches to similar themes and topics. W.IW.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through relevant content. W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, details, and well-structured sequences. W.WP.8.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience. W.RW.8.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. SL.PE.8.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly. L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

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L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content.

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

Learning Objectives and Activities

SWBAT:

- Answer the essential question: How do authors create suspense, and why are readers drawn to it?
- Analyze how dialogue, events, point of view, and irony build suspense.
- Explain how nonfiction concepts about suspense connect to literary techniques.
- Compare how authors build suspense across two texts.
- Write a literary analysis essay with relevant evidence and reasoning.
- Read and analyze core texts, including:
 - "Button, Button" by Richard Matheson
 - "Lamb to the Slaughter" by Roald Dahl
 - "Ruthless" by William DeMille
 - "Lather and Nothing Else" by Hernando Téllez
 - "The Tell-Tale Heart" by Edgar Allan Poe
 - "The Cone" by H. G. Wells
 - "The Psychology of Suspense" by R. J. Jacobs
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Literary analysis essay comparing and contrasting how the authors of Ruthless and The Cone build suspense

Benchmark:

- CommonLit Benchmark Assessment Series - Beginning of year

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written

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response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Learning Activity: Students read the CommonLit 360 nonfiction text *The Psychology of Suspense* as part of the unit's reading lessons on why readers are drawn to suspense. MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Career Readiness, Life Literacies, and Key Skills

Students practice analytical thinking, explanation, peer review, and precise communication. 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.

Technology Integration

Learning Activity: Students complete CommonLit 360 reading lessons, independent practice, vocabulary activities, grammar activities, discussion activities, and the related media exploration included in the unit overview. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	7 Weeks
Topic	
Unit 2: Conveying Courage	
Alignment to Standards	
RL.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.	

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RI.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme in a literary text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments.

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

RL.TS.8.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole.

RI.TS.8.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole.

RL.PP.8.5. Determine how an author conveys or develops perspective or purpose in a text.

RI.PP.8.5. Determine how an author conveys or develops perspective or purpose in a text using evidence.

RL.MF.8.6. Compare and contrast texts or versions of texts across different media and analyze the unique qualities of different mediums.

RI.MF.8.6. Compare and contrast information in different media and formats to develop deeper understanding of a concept, topic, or issue.

RL.CT.8.8. Compare and contrast literary texts in different forms, by different authors, or from different genres in their approaches to similar themes and topics.

RI.CT.8.8. Analyze how two or more authors writing informational texts about the same topic shape their presentations of key information.

W.IW.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through relevant content.

W.WP.8.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience.

W.RW.8.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.

SL.II.8.2. Analyze information presented in diverse media and formats and explain how it clarifies or contributes to a topic, text, or issue.

SL.PI.8.4. Present claims and findings in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

SL.UM.8.5. Include multimedia components and visual displays in presentations to clarify information, strengthen claims, and emphasize salient points.

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

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

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 and phrases based on grade 8 reading and content.

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

Learning Objectives and Activities

SWBAT:

- Answer the essential question: What is courage? How do writers share their messages of courage?
- Analyze how word choice, figurative language, structure, and delivery convey messages of courage.
- Compare and contrast how two poets develop messages about courage.
- Use context and reasoning to introduce and explain evidence in a presentation.
- Connect speakers' ideas and use multimedia components effectively.
- Read and analyze core texts, including:
 - "Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass
 - "Invictus" by William Ernest Henley
 - "Sonnet" by James Weldon Johnson
 - "General Eisenhower's Order of the Day" by Dwight D. Eisenhower
 - "JFK's Race to Space Speech" by President John F. Kennedy
 - "A Litany for Survival" by Audre Lorde
 - "Still I Rise" by Maya Angelou
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Literary analysis presentation comparing and contrasting how two poets convey messages about courage

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

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Learning Activity: Students read CommonLit 360 historical documents, speeches, and poems about courage, including Frederick Douglass, Dwight D. Eisenhower, John F. Kennedy, Audre Lorde, and Maya Angelou.

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.

Career Readiness, Life Literacies, and Key Skills

Students practice presentation, collaboration, historical awareness, and purposeful use of multimedia.

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.

Technology Integration

Learning Activity: Students create the CommonLit 360 literary analysis presentation comparing how two poets convey messages about courage, using multimedia components from the unit expectations.

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

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame	7 Weeks
Topic	
Unit 3: Twelve Angry Men	
Alignment to Standards	
RL.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	

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RL.CI.8.2. Determine a theme in a literary text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments.

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

RL.IT.8.3. Analyze how particular elements of a text interact, including how dialogue or incidents propel action, reveal character, or provoke a decision.

RI.IT.8.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas.

RL.PP.8.5. Determine how an author conveys or develops perspective or purpose in a text.

RI.PP.8.5. Determine how an author conveys or develops perspective or purpose in a text using evidence.

RL.MF.8.6. Compare and contrast texts or versions of texts across different media and analyze the unique qualities of different mediums.

RI.AA.8.7. Trace and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and evidence is relevant and sufficient.

RL.CT.8.8. Compare and contrast literary texts in different forms, by different authors, or from different genres in their approaches to similar themes and topics.

RI.CT.8.8. Analyze how two or more authors writing informational texts about the same topic shape their presentations of key information.

W.IW.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through relevant content.

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

W.WP.8.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience.

W.RW.8.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.

SL.II.8.2. Analyze information presented in diverse media and formats and explain how it clarifies or contributes to a topic, text, or issue.

SL.ES.8.3. Delineate and evaluate a speaker's argument and specific claims, including reasoning and evidence.

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

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 and phrases based on grade 8 reading and content.

Learning Objectives and Activities

SWBAT:

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- Answer the essential question: What are the benefits and challenges of a jury system?
- Analyze how dialogue and juror interactions reveal character and influence the outcome of the play.
- Explain how informational texts build understanding of the jury system and bias.
- Evaluate benefits and challenges of the jury system using literary and informational evidence.
- Write literary analysis using academic vocabulary and context for evidence.
- Read and analyze core texts, including:
 - *Twelve Angry Men* by Reginald Rose
 - "Presumption of Innocence" by New York Courts
 - "What Is Confirmation Bias?" by Shahram Heshmat
 - "False Memories and How They Form" by Kendra Cherry
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Literary analysis essay explaining how *Twelve Angry Men* and nonfiction articles highlight benefits and challenges of the jury system through a selected character's development

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Learning Activity: Students read *Twelve Angry Men* and CommonLit 360 informational texts about presumption of innocence, confirmation bias, false memories, and the jury system.
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.

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT English

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Students practice civic reasoning, careful listening, discussion norms, and evidence-based judgment.

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.

Technology Integration

Learning Activity: Students use CommonLit 360 related media explorations and informational texts to support the literary analysis essay about benefits and challenges of the jury system.

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

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame	7 Weeks
Topic	
Unit 4: Contact Sports: Worth the Risk?	
Alignment to Standards	
RI.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.8.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RI.IT.8.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas. RI.PP.8.5. Determine how an author conveys or develops perspective or purpose in a text using evidence. RI.MF.8.6. Compare and contrast information in different media and formats to develop deeper understanding of a concept, topic, or issue. RI.AA.8.7. Trace and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and evidence is relevant and sufficient. RI.CT.8.8. Analyze how two or more authors writing informational texts about the same topic shape their presentations of key information.	

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W.AW.8.1. Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence.

W.WP.8.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience.

W.WR.8.5. Conduct short research projects to answer a question, drawing on several sources and generating related questions when appropriate.

W.SE.8.6. Gather relevant information from multiple print and digital sources, assess credibility and accuracy, quote or paraphrase responsibly, and cite sources.

W.RW.8.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.

SL.II.8.2. Analyze information presented in diverse media and formats and explain how it clarifies or contributes to a topic, text, or issue.

SL.ES.8.3. Delineate and evaluate a speaker's argument and specific claims, including reasoning and evidence.

SL.PI.8.4. Present claims and findings in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

SL.UM.8.5. Include multimedia components and visual displays in presentations to clarify information, strengthen claims, and emphasize salient points.

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

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

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 and phrases based on grade 8 reading and content.

Learning Objectives and Activities

SWBAT:

- Answer the essential question: Are contact sports worth the risks?
- Analyze central ideas, connections among ideas, and author perspective in texts about contact sports.
- Evaluate claims and evidence about risk, safety, and benefits.
- Conduct short research and use evidence to support an argumentative position.
- Create a persuasive advertisement with a slogan, image, cited evidence, and target audience.
- Read and analyze core texts, including:
 - "What a Lifetime of Playing Football Can Do to the Human Brain" by Brian Resnick
 - "The Concussion Gap" by Lee van der Voo

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- “The American Academy of Pediatrics on Tackling in Youth Football”
- “Heads Up Football Program Flourishing” by the Associated Press
- “The Social and Academic Benefits of Team Sports” by Paige Maslen
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Argumentative presentation/advertisement expressing a position on whether contact sports are worth the risk, including a slogan, cited evidence, image/design choices, and persuasive pitch.

Benchmark:

- CommonLit Benchmark Assessment - Midyear

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Learning Activity: Students read CommonLit 360 informational texts about concussions, youth sports safety, and the social and academic benefits of team sports.

MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Career Readiness, Life Literacies, and Key Skills

Students practice risk analysis, visual persuasion, research, citation, and public presentation. 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.

Technology Integration

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Learning Activity: Students create the CommonLit 360 advertisement and persuasive pitch using text, visual media, cited evidence, an image/design, and a target audience.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	6 Weeks
Topic	
Unit 5: Othering and Belonging	
Alignment to Standards	
RL.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RL.CI.8.2. Determine a theme in a literary text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RI.CI.8.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments. RL.IT.8.3. Analyze how particular elements of a text interact, including how dialogue or incidents propel action, reveal character, or provoke a decision. RI.IT.8.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas. RL.TS.8.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole. RI.TS.8.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole. RL.PP.8.5. Determine how an author conveys or develops perspective or purpose in a text. RI.PP.8.5. Determine how an author conveys or develops perspective or purpose in a text using evidence.	

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RL.MF.8.6. Compare and contrast texts or versions of texts across different media and analyze the unique qualities of different mediums.

RI.MF.8.6. Compare and contrast information in different media and formats to develop deeper understanding of a concept, topic, or issue.

RL.CT.8.8. Compare and contrast literary texts in different forms, by different authors, or from different genres in their approaches to similar themes and topics.

RI.CT.8.8. Analyze how two or more authors writing informational texts about the same topic shape their presentations of key information.

W.IW.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through relevant content.

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

W.WP.8.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience.

W.RW.8.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.

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

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 and phrases based on grade 8 reading and content.

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

Learning Objectives and Activities

SWBAT:

- Answer the essential question: How does othering affect individuals and humanity in general? What does the way a person treats others reveal about them?
- Analyze how othering affects individuals, groups, and communities.
- Explain how authors use characterization, point of view, mood, tone, and structure to develop ideas about exclusion.
- Compare how two texts agree or disagree with a quotation about expanding one's circle of concern.
- Use precise language and reasoning in literary analysis.
- Read and analyze core texts, including:
 - "The Star Beast" by Nicholas Stuart Gray
 - "What Is Othering?" by Kendra Cherry
 - "McCarthy, Communists, and Enemies from Within" by Adrienne Favors
 - "A Short Note to My Very Critical and Well-Beloved Friends and Comrades" by

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COURSE English, Grade 8

June Jordan

- "The Neighbor's Wife" by Susan Palwick
- "Hamadi" by Naomi Shihab Nye
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Literary analysis essay explaining whether authors from two unit texts agree or disagree with Chuck Collins's quotation about expanding the circle of family

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Learning Activity: Students read CommonLit 360 fiction, nonfiction, and poetry about othering, including texts connected to McCarthyism and social exclusion.

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.

Career Readiness, Life Literacies, and Key Skills

Students practice empathy, perspective-taking, civic awareness, discussion, and analytical writing.

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.

Technology Integration

Learning Activity: Students complete CommonLit 360 reading lessons, related media explorations, vocabulary activities, class discussion, and the literary analysis culminating task identified in the unit overview.

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

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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame

7 Weeks

Topic

Unit 6: The Debate Over School Start Time

Alignment to Standards

RI.CR.8.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.8.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments.
RI.IT.8.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, events, and ideas.
RI.TS.8.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole.
RI.PP.8.5. Determine how an author conveys or develops perspective or purpose in a text using evidence.
RI.MF.8.6. Compare and contrast information in different media and formats to develop deeper understanding of a concept, topic, or issue.
RI.AA.8.7. Trace and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and evidence is relevant and sufficient.
RI.CT.8.8. Analyze how two or more authors writing informational texts about the same topic shape their presentations of key information.
W.AW.8.1. Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence.
W.WP.8.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, seeking feedback, and addressing purpose and audience.
W.WR.8.5. Conduct short research projects to answer a question, drawing on several sources and generating related questions when appropriate.
W.SE.8.6. Gather relevant information from multiple print and digital sources, assess credibility and accuracy, quote or paraphrase responsibly, and cite sources.

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W.RW.8.7. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.

SL.II.8.2. Analyze information presented in diverse media and formats and explain how it clarifies or contributes to a topic, text, or issue.

SL.ES.8.3. Delineate and evaluate a speaker's argument and specific claims, including reasoning and evidence.

SL.PI.8.4. Present claims and findings in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

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

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 and phrases based on grade 8 reading and content.

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

Learning Objectives and Activities

SWBAT:

- Answer the essential question: What is the ideal school start time? How can research strengthen an argument?
- Determine central ideas in texts about school start time and sleep.
- Analyze arguments, claims, evidence, counterclaims, and audience.
- Conduct research and gather survey data to inform a position.
- Use data, research, and cited evidence to write a research-based argument.
- Read and analyze core texts, including:
 - "Among Teens, Sleep Deprivation an Epidemic" by Ruthann Richter
 - "Lack of Sleep Can Turn Teens into Zombies" by Stephen Ornes
 - "Study: Later School Start Would Benefit Economy" by Kealey Bultena
 - "Fairfax, Montgomery Officials to Share Experience Delaying School Start Times" by Cindy Huang
 - "Changing School Start Times Has Ripple Effects" by Johannah Haney
 - "Impact of Later School Start Times on Athletics Reviewed" by Ronni Newton
- Complete vocabulary, grammar, short response, discussion, research, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

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Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Research-based argumentative essay for a student government audience arguing for an ideal school start time, incorporating survey data and evidence from research.

Benchmark:

- CommonLit Benchmark Assessment - End of year

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs. Advanced-level courses complete additional unit writing tasks.

Interdisciplinary Connections

Learning Activity: Students create and analyze the survey described in the CommonLit 360 overview, examine external data sets in the related media exploration, and use data to support an argument about school start time.

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.

Career Readiness, Life Literacies, and Key Skills

Students practice data literacy, research, argumentation, debate, and audience-aware writing.

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.

Technology Integration

Learning Activity: Students use the CommonLit 360 survey, external data sets, related media exploration, research note-taking organizers, debate, and argumentative essay task to gather and present evidence.

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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COURSE English, Grade 8

CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

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

ELL:

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

Supports for Students With IEPs:

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

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum

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- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

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

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