Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Language Arts
Course: English Language Arts 8
Grade: 8

Course Overview

Eighth Grade language arts serves as an important bridge between the skills introduced and honed in the middle school and the skills needed to be developed and introduced for success at the high school. Through the study of various literary genres students learn to read closely and critically about the literature, making relevant connections to themselves, to other texts, and to their worlds. The literature serves as a practice ground for students to develop a deep sense of empathy as they examine ways to make the material more relevant. This practice leads to the development of the reader into a compassionate, caring, well-rounded person who learns through the understanding of a foreign subject by finding common ground with the subject. The skill will expand beyond the literature to their everyday interactions in their world. Most importantly through the literature, students will learn to critically think about their world, create deep personal meaning, and formulate their own opinions to be justified and supported by solid textual reasoning found in the material and/or other texts and articulated sophisticatedly in speech, writing, and other forms of expression. Students will sharpen their writing skills through a detailed writing process including all the steps of thoughtful prewriting, drafting, editing and revising, self and peer editing, etc. Writing will improve drastically as students employ an integrated "read like a writer" mentality examining authors' styles and create their own writings based on a style analysis of each writer. This practice can be applied to all forms of writing for a variety of purposes and audiences including literary analysis, research-based argumentative essays, narratives. Not only will writing improve based on the style analysis, but also students' reading comprehension will improve as they become more cognitively aware of what a writer is trying to accomplish with each word, line, and passage of a text.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,

Content Area Standards:

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

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
B. Form and use verbs in the active and passive voice.

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
D. Recognize and correct inappropriate shifts in verb voice and mood.
E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
F. Use an ellipsis to indicate an omission.
G. Recognize spelling conventions.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Analyze the impact of specific word choices on meaning and tone.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Interpret figures of speech (e.g., verbal irony, puns) in context.
B. Use the relationship between particular words to better understand each of the words.
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).

Reading Domain

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.

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.

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.
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.
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.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.
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.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.

Writing Domain
W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
D. Establish and maintain a formal or academic style, approach, and form.
E. Provide a concluding statement or section that follows from and supports the argument presented.

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 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.

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.

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.

Speaking and Listening Domain

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

SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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

Interdisciplinary Standards:

Social Studies Standards:
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights.
6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals... 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.
6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
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.
6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions... patterns of expansion, and responses to challenges of globalization.

Career Readiness, Life Literacies and Key Skills Standards:

Career Ready Practices
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

Computer Science and Design Thinking Standards:

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Holocaust & Genocide Education (Grades K - 12)
- Amistad Act (Grades K - 12)
- Climate Change Education (Grades K - 12)
- Asian Americans and Pacific Islanders (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Through a variety of experiences with language, students:

- Review, identify, and analyze literary terms in texts while reading.
- Demonstrate an understanding of the functions and effects of parts of speech (nouns, verbs, pronouns, modifiers, etc.) on a writer's voice and style.
- Utilize context clues to determine denotations and connotations of words.
- Define a selected list of personal vocabulary words based on readings.
- Demonstrate an understanding and use of elements of syntax such as independent / dependent clauses and other parts of a sentence (phrases, clauses, diction) for effective writing.
- Demonstrate an understanding and use of prepositions and prepositional phrases, adjective and adverb phrases, participles, gerund phrases, infinitive phrases, and appositive phrases.
- Demonstrate an understanding and use of conjunctions and interjections.
- Demonstrate an understanding use of capitalization and punctuation rules for Standard English including, commas, colons, semicolons, and ellipses.
- Demonstrate an understanding of how diction establishes and influences mood and/or tone in a text.
- Demonstrate an understanding and use of the conventions of dialogue in a text.
- Demonstrate an understanding and use of the conventions of MLA formatting and guidelines, including works cited and parenthetical citations.
- Understand that by identifying characteristics of an author's style, one can articulate how style contributes to an author's unique storytelling perspective.
- Study the etymology of words to understand their origins and evolving literal and figurative meaning.

Through a variety of reading experiences, students:

- Identify and analyze connections and parallels between literary characters and the reader, the "real world," and characters from other texts.
- Understand that seeing connections with others and developing empathy is a key component of being human and applies to literary characters as well.
- Understand that formulating one's own opinion is an essential part of being human; it must be supported by sound reasoning and textual evidence.
- Understand that "reading like a writer" is a lens to be used throughout their educational experience and beyond in order to grasp the full meaning behind an author's words such as point of view and tone.
- Understand that legends are traditional stories based on historical figures and usually exaggerated.

- Understand that myths are ancient stories that attempt to explain a belief, custom, or force of nature by telling of gods and goddesses and their interventions in the lives of mortals.
- Understand that legends and myths of a particular society help one understand and relate to that society's culture and history.
- Understand that stories that are passed on through the oral tradition illustrate culture while also helping to shape culture.
- Identify symbols, allusions, and allegories and how they develop themes in a text.
- Read literature to interpret an author's commentary on society and see relevance in today's world.
- Understand how the application of reading lenses allows us to further analyze and glean meaning from a variety of texts.
- Understand that informational texts can be read and analyzed for both explicit and inferential meaning and connections.
- Compare and contrast a play's text with filmed and/or staged performance.

Through a range of writing experiences, students:

- Write a literary analysis in which literary devices are compared and contrasted between authors/texts.
- Write summative paragraphs on cause and effect in relation to Greek mythology and natural world events.
- Understand that constructing a literary analysis requires textual evidence from multiple fiction and/or nonfiction sources to support claims.
- Write an argumentative essay based on a theme or debatable topic from a work of literature using the text for support.
- Write a narrative that emulates the elements of an author's style.
- Write explanatory and narrative texts utilizing and evaluating information collected from primary and secondary sources as well as historical fiction, poetry, and art.
- Write "mini-DBQs" (document-based questions) using multiple sources to develop and synthesize a written response.
- Write "diary-style" entries in response to historical documents and research about people and events.
- Compose quick writes to check understanding and articulate ideas on-demand..
- Write a research paper based on sources collected including a works cited page and parenthetical citations.
- Understand that a well-rounded research process is key to developing an informed opinion on a topic.
- Understand that arguments must be supported by reliable resources in order to be able to be defended in writing and verbally.
- Understand that plagiarism is a serious offense and can be avoided by utilizing a sound research process coupled with following MLA guidelines.
- Understanding that research must be accompanied by a properly formatted Works Cited and/or Consulted page.

Through a variety of speaking and listening experiences, students:

- Analyze and discuss themes and interpretations in multiple texts through student-centered discussions.
- Deliver presentations in small groups and to the whole class.
- Practice good listening skills as audience members providing feedback and evaluation.
- Read aloud and/or perform oral readings of prose, drama, poetry, etc. focusing on delivery, fluency, and tone, as well as other speaking skills.
- Understand that responding to historical and contemporary global issues critically and thoughtfully in both writing and discussion is part of being a global citizen.
- Participate in whole-class, small-group, and individual silent reading of a play.
- Analyze Shakespeare's use of dramatic devices and how they are delivered in a performance.

- Analyze a playwrights' style and tone on the page and when the text is performed.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit: Literary Fiction (Summer Reading)

- How can we use literature to develop a sense of empathy and find common ground with the characters?
- How can we learn to critically think about the world, create deep personal meaning, and formulate our own opinions to be justified and supported by solid textual reasoning found in the texts we read?
- How can "reading like a writer" be applied to writing a literary analysis?

Unit: Short Fiction (Classical Mythology)

- What are legends and myths and why are they important cultural artifacts?
- In what ways are stories that come from oral tradition different from written stories with a specific author?
- How do the traits of a legendary hero exemplify the values of the culture from which the legend originated?
- In what ways do myths illustrate the belief systems and customs of the cultures that create them?
- What questions about the universe did the people of the ancient world attempt to answer through their myths?
- How has our language (English) been influenced by Greek roots and mythological terms?

Unit: Literary Fiction (The Pearl)

- What factors contribute to one's success in achieving the American Dream? Do all people have equal access to actualizing the American Dream?
- How can themes be identified through analyzing symbols, allusions, and allegories in literature?
- How can an author's point of view affect their interpretation of and commentary on historical and/or current events?
- What aspects of style are unique to an author, and how do they effectively convey information?
- How can a literary analysis recognize similar themes across different texts and genres of literature?
- How can a claim be made and supported with textual evidence from multiple texts in a literary analysis?

Unit: Imaginative Fiction (Fahrenheit 451)

- How will students deconstruct symbols, allusions, and allegories, and satire to determine a theme or meaning conveyed?
- How can we recognize the universal aspect and contemporary relevance of literature?
- How is an author's story a response to historical or life events?
- How will students identify the author's tone toward a subject or society?
- How can we most effectively analyze and compare texts?
- How can we most effectively develop and support claims?
- What aspects of style are unique to an author and how do they effectively convey information?

Unit: Nonfiction (Holocaust & Genocide) / Research

- How can literature communicate a universal story, relevant to all mankind?
- How can an author use the medium of autobiography to respond to historical and/or life events?
- How can an author's view of society be communicated through style, point of view, and theme?
- How can understanding a historical event engender empathy and a global perspective of humanity?
- How can we gather and synthesize information about a historical issue, event, or injustice?
- How can I utilize the research process to develop an informed opinion on a topic I care about?
- How can I turn my opinion into an argumentative thesis statement?
- How can I defend my position, verbally and in writing, using a variety of reliable resources?
- How can I utilize MLA guidelines to avoid committing plagiarism?

Unit: Drama (*A Midsummer Night's Dream*)

- How is a piece of literature written over 400 years ago (*A Midsummer Night's Dream*) relevant to me at this point in my life today?
- How does dramatic literature vary from other forms of writing due to its unique nature?
- How is poetic verse— iambic pentameter and the couplet— used in Elizabethan drama?
- How does looking at the historical time period in which a dramatic work was written help us appreciate and understand the work better?

Unit: Short Stories

- How is this piece of literature relevant to me at this point in my life?
- If I had to retell this story, what is the best way to tell it?
- What is the value of emulating a writer's style in our own writing?
- How does a short story vary from other forms of literature due to its unique nature?
- Can I write an extension or insertion paragraph that meshes perfectly with what I have just read?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students. During independent reading activities, students may utilize books from the school library and ones brought from home. Teachers will utilize a wide variety of print, audio and visual texts throughout the year. Below is a list of frequently used materials:

Whole-Class / Book Circle Texts (Fiction/Drama):

- *Ashes of Roses* by MJ Auch
- *The Last Mission* by Harry Mazer
- *The Hunger Games* Series by Suzanne Collins
- *The Crossover* by Kwame Alexander
- *Life As We Knew It* by Susan Beth Pfeffer
- *King and the Dragonflies* by Kacen Callender
- *The Pearl* John Steinbeck
- *Fahrenheit 451* by Ray Bradbury
- *A Midsummer Night's Dream* by William Shakespeare

Whole-Class / Book Circle Texts (Non-Fiction):

- *Anne Frank: The Diary of a Young Girl* by B. M. Mooyaart-Doubleday
- *Night* by Elie Wiesel

Alternative Selections & Supplemental Texts

- Greek myth and legends such as:
    - *The Palace of Olympus*
    - *The Trickery of Hermes*
    - *The Story of Prometheus*
    - *The Loves of Apollo*
    - *Arachne*
    - *Phaethon, Son of Apollo*
    - *Echo and Narcissus*
    - *The Pomegranate Seed*
    - *Theseus and the Minotaur*
    - *The Labors of Hercules*
    - *Hercules and the Giants*
    - *Odysseus and Polyphemus*
    - *Perseus*
    - *Pegasus and Bellerophon*
    - *The Golden Fleece*
- Short Stories
    - "There Will Come Soft Rains"
    - "The Million-year Picnic"
    - "Rocket Summer"
    - "Ylla"
    - "The Earthmen"
    - "All Summer in a Day" by Ray Bradbury
    - "I'm Coming In" by Joseph N. Bell
    - "Feathered Friend" by Arthur C. Clarke
    - "The Most Dangerous Game" by Richard Connell
    - "Sir Gawain and the Green Knight" by Sir Thomas Mallory
    - "The Lottery" by Shirley Jackson
    - "Lucas and Jake" by Paul Darcy Boles
    - "Battleground" by Stephen King
    - "Debbie" by James Herriot
    - "The Third Level" by Jack Finney
    - "A Secret for Two" by Quentin Reynolds
    - "Harrison Bergeron" by Kurt Vonnegut
    - "To Build a Fire" by Jack London
    - "Necktie Party" by Jack Logan
    - "The Necklace" by Guy de Maupassant
    - "The Ransom of Red Chief" by O. Henry
    - "The Open Window" by H. H. Munro (Saki)
    - "Charles" by Shirley Jackson
    - "A&P" by John Updike
    - "A Small Good Thing" by Raymond Carver
    - "When Mr. Pirzada Came to Dine" by Jhumpa Lahiri
    - "Everyday Use" by Alice Walker
    - "Fat" by Raymond Carver
    - "Mrs. Sens" by Jhumpa Lahiri
    - "A Clean Well-Lighted Place" by Ernest Hemingway
- *All But My Life* Gerda Weissmann Klein
- *The Boy Who Dared* by Susan Campbell Bartoletti
- *The Diary of Anne Frank* by Frances Goodrich, Albert Hackett, & Wendy Kesselman
- *Salvaged Pages: Young Writers' Diaries of the Holocaust* by Alexandra Zapruder
- *The Yellow Star* by Jennifer Rozines Roy
- *Benno and the Night of Broken Glass* by Meg Wiviott

- *Child of the Warsaw Ghetto* by David A. Adler
- *Star of Fear, Star of Hope* by Jo Hoestlandt
- *The Harmonica* by Tony Johnston
- *The Whispering Town* by Jennifer Riesmeyer Elvgren
- *The Poisonous Mushroom* by Julius Streicher
- *The Poodle-Pug-Dachshund-Pinscher* by Ernst Hiemer
- *I Never Saw Another Butterfly* by Hana Volavkova
- *A Midsummer Night's Dream: No Fear Shakespeare* by William Shakespeare
- *English Grammar and Composition* by John E. Warriner
- *MLA Handbook* 9th Edition

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Journal writing
- Small Group Discussions
- Book Club Discussions
- Passage close-reading / annotations
- Passage Analysis
- Socratic Seminar
- Quizzes

Summative:

- Expository / Analytical essay
- Argumentative Essay
- Narrative essay
- Synthesis of Research
- Formal presentation
- End-of-Book / Unit Test

Benchmark:

- Vocabulary Quizzes
- Grammar, Mechanics and Usage Quizzes
- Reading comprehension / Critical Reading Quiz
- Short passage analysis / expository essay
- Short argumentative essay

Alternative:

- Presentation
- Speech
- Performance
- Visual or Digital Media Project

Suggested Strategies for Modification & Differentiation

Modifications Chart

Date Revised: 2025-2026