

Verona Public School District Curriculum Overview

English Grade 8 On/Above



Curriculum Committee Members:

Jackie Miskinis
Stacey Smith

Supervisor:

Dr. Sumit Bangia

Curriculum Developed:

January 2012
December 2014
June 2016
June 2017
July 2018

Board Approval Date:

February 14, 2012
March 24, 2015
August 30, 2016
August 29, 2017
August 28, 2018

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The English Grade Eight curriculum is designed to reinforce the learning from English Grade Seven and to introduce a more sophisticated approach to literature and writing. Rigor is increased through the requirement that students read increasingly complex texts whose range extends across genre, cultures and centuries. The process approach to writing will also be emphasized with particular attention to writing for different audiences, analytic and argumentative writing, and self-editing. Continued emphasis on the conventions of standard English will help to polish student writing. Literature will continue to be presented through thematic based units that focus upon the short story, the novel, Greek mythology and nonfiction related texts.

On Level Prerequisite(s):

None

Above Level Prerequisite(s):

Teacher Recommendation

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<p>A. Technology Operations and Concepts</p> <p>X B. Creativity and Innovation</p> <p>X C. Communication and Collaboration</p> <p>X D. Digital Citizenship</p> <p>X E. Research and Information Fluency</p> <p>X F. Critical thinking, problem solving, and decision making</p>	<p>A. The Nature of Technology: Creativity and Innovation</p> <p>X B. Technology and Society</p> <p>C. Design</p> <p>D. Abilities for a Technological World</p> <p>E. Computational Thinking: Programming</p>

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<p>x CRP2. Apply appropriate academic and technical skills.</p> <p>x CRP9. Model integrity, ethical leadership, and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<p>CRP3. Attend to personal health and financial well-being.</p> <p>x CRP6. Demonstrate creativity and innovation.</p> <p>x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<p>x CRP1. Act as a responsible and contributing citizen and employee.</p> <p>x CRP9. Model integrity, ethical leadership, and effective management.</p>
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<p>x CRP4. Communicate clearly and effectively and with reason.</p> <p>x CRP9. Model integrity, ethical leadership, and effective management.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<p>x CRP5. Consider the environmental, social, and economic impact of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>x CRP9. Model integrity, ethical leadership, and effective management.</p>

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) x B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Pearson Literature Book Grade 8 ● Literature and Integrated Studies/Scott Foresman Grade 8 ● Explorations in Literature/Scott Foresman Grade 8 ● Heroes, Gods, and Monsters of the Greek Myths (ISBN: 978-0-553-25920-9) ● "The Diary of Anne Frank" (play within the Pearson literature book) ● <i>The True Confessions of Charlotte Doyle</i> by Avi ● <i>The Glass Castle</i> by Jeannette Walls (above level [ISBN: 978-0-7432-4754-2]) ● Sadlier-Oxford Vocabulary Level C ● Prentice Hall's Writing Coach 	<ul style="list-style-type: none"> ● Monsters (basic skills reading comprehension books) ● Measuring Up (basic skills reading comprehension books) ● Pearson Adapted Text ● Teacher Created Google Slides & Samples for Writing (Narrative, Argumentative, Literary Analysis) ● Argumentative Writing Resources <ul style="list-style-type: none"> • Video clip "Do Athletes Face Unnecessary Parent Pressure?" Video from KCRA.com (http://www.youtube.com/watch?v=dqypa_oNQVl) • Video clip "Notebook: Kids and Sports" Video from CBS news (http://www.youtube.com/watch?v=CV-WqlorsBM) • Video clip "Report: Pressure on Teen Athletes Soars" Video

- Warriner's English Composition and Grammar 2nd Course
- World of Language-Silver Burdett & Ginn

from WCPO, Cincinnati, Ohio

(http://www.youtube.com/watch?v=p_9jUEz7AE)

- Video clip "Sports: How Much Is Too Much?" Video from KCRA.com (<http://www.youtube.com/watch?v=vrP68OD355w>) and video projection
- "High School, College Football Comes With Risk" by Jeffrey Perkel
(<http://abcnews.go.com/Health/Healthday/story?id=4508074&page=1>)
- "What in the Name of High School Football" by Hank Hill
- "Are High School Sports Good For Kids?" by Daniel Gould
- *The True Confessions of Charlotte Doyle* chapter summaries
- Leveled Classic Short Stories (Teacher created)
- Scholastic *Action Magazine*
- Current newspaper articles (various newspapers) that are read to reinforce concepts throughout the year.
- *PEARSON'S REALITY CENTRAL*
 - Unit 1: Non-Fiction
 - Unit 2: Critical Readers
 - Reality Central Unit 1: "This Land is Whose Land?"
 - Reality Central Unit 2 : "Learning Character"
 - Reality Central Unit 2: "Separate Justice"
 - Action Magazine January 14, 2014: "Lost in a Blizzard" (to go with "To Build a Fire")
 - Unit 3: Intolerance: Being an upstander
 - Reality Central Unit 5: Holocausts in Rwanda and Darfur
 - Reality Central Unit 5: A Meaningful Life
 - The New York Times Upfront Magazine January 7, 2013: "A Tattoo to Remember"
 - Unit 4: Conflict
 - American Civil Liberties Union "A Question of Innocence" December 9, 2003
 - Women in Combat
 - Why Does Mark Twain Matter
 - Unit 5: Archetypal, characters and themes
 - Reality Central Unit 6: "Larger Than Life"



Grade Eight English (On/Above level)

Unit One Title/ Topic: Critical Readers

Unit Duration: 8 weeks

STAGE 1: DESIRED RESULTS

Established Goals:

New Jersey Student Learning Standards (NJSLS):

Reading Literature

- [NJSLS.RL.8.1](#) Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [NJSLS.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [NJSLS.RL.8.3](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- [NJSLS.RL.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [NJSLS.RL.8.5](#) Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- [NJSLS.RL.8.6](#) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- [NJSLS.RL.8.9](#) Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- [NJSLS.RL.8.10](#) By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text complexity (see Appendix A) or above, scaffolding as needed.
- [NJSLS.RI.8.2](#) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- [NJSLS.RI.8.3](#) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- [NJSLS.RI.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

- [NJSLS.W.8.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - [NJSLS.W.8.2a](#) Introduce a topic 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).
 - [NJSLS.W.8.2b](#) Develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples.
 - [NJSLS.W.8.2c](#) Develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples.
 - [NJSLS.W.8.2d](#) Use precise language and domain specific vocabulary to inform about or explain the topic.
 - [NJSLS.W.8.2e](#) Establish and maintain a formal style/academic style, approach, and form.
 - [NJSLS.W.8.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- [NJSLS.W.8.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.
 - [NJSLS.W.8.3a](#) 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.
 - [NJSLS.W.8.3b](#) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - [NJSLS.W.8.3c](#) 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.

- o [NJSL.S.W.8.3d](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- o [NJSL.S.W.8.3e](#) Provide a conclusion that follows from and reflects on the narrated experiences or events.
- [NJSL.S.W.8.4](#) Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
- [NJSL.S.W.8.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- [NJSL.S.W.8.6](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- [NJSL.S.W.8.10](#) 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.

Language

- [NJSL.S.L.8.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - o [NJSL.S.L.8.1a](#) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - o [NJSL.S.L.8.1c](#) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- [NJSL.S.L.8.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - o [NJSL.S.L.8.2a](#) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - o [NJSL.S.L.8.2b](#) Use an ellipsis to indicate an omission.
 - o [NJSL.S.L.8.2c](#) Spell correctly.
- [NJSL.S.L.8.4](#) Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 - o [NJSL.S.L.8.4a](#) 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.
 - o [NJSL.S.L.8.4b](#) Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - o [NJSL.S.L.8.4c](#) 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.
 - o [NJSL.S.L.8.4d](#) 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).
- [NJSL.S.L.8.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - o [NJSL.S.L.8.5a](#) Interpret figures of speech (e.g. verbal irony, puns) in context.
 - o [NJSL.S.L.8.5b](#) Use the relationship between particular words to better understand each of the words.
 - o [NJSL.S.L.8.5c](#) Distinguish among the connotations (associations) of words with similar denotations (definitions)(e.g., bullheaded, willful, firm, persistent, resolute).
- [NJSL.S.L.8.6](#) Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- [NJSL.S.SL.8.1](#) Engage effectively in a range of collaborative discussions (one on one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - o [NJSL.S.SL.8.1a](#) 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.
 - o [NJSL.S.SL.8.1b](#) Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - o [NJSL.S.SL.8.1c](#) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - o [NJSL.S.SL.8.1d](#) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Transfer

Transfer Goal:

Students will be able to independently use their learning to accurately apply the elements of the short story (i.e. characterization, theme, setting) in their writing, so that in the long run they will be able to appreciate literature, experience conflict vicariously, be critical readers, and communicate effectively in clear, concise organized language that varies in content and form for different audiences and purposes in order to explain, narrate and extrapolate.

Meaning

Enduring Understandings

Students will understand that:

- A short story is purposefully brief, and deliberately crafted with each element to create a desired effect, and for interpretation.
- A short story allows the reader to vicariously experience conflicts that will help them understand other literature and real life situations
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

Essential Questions:

- Why do we study the short story genre?
- What is learned from character conflicts, and how can this be applied to real life?
- What makes a short story?
- Do you believe that you choose your own fate?
- Can you say with certainty what you would do when faced with a dilemma?
- How does following the writing process help a writer craft an effective piece of writing?
- Why is creative writing a powerful form of expression of ideas and emotions?
- How do writers vary their writing for different purposes and audiences?

Acquisition of Knowledge & Skills

Students will know:

- How to identify all elements of a short story: plot, character, point of view, theme, tone, setting, and mood.
- Sentence variation (prepositional phrases and transitions)
- How to recognize connotation
- Definition of a short story (It can be read in one sitting and has unity of effect (Edgar Allen Poe)

Key Terms On: Click [here](#) for a complete list.

Short Story Plot Structure (exposition, rising action, climax, falling action, resolution), theme, characters, block comparison, point-by-point comparison, point of view, tone, mood, symbolism, conflict, foreshadowing, irony (3 types), connotation, dialogue, sensory details

Key Terms Above: Click [here](#) for a complete list.

Short Story Plot Structure (exposition, rising action, climax, falling action, resolution), conflict, theme, characters, technical points of view, mood, tone, connotation, denotation, point-by-point comparison, block method of comparison, symbolism,

Students will be able to:

- Compare and contrast characters from different pieces of literature, using transitional expressions and appropriate block or point by point paragraph structure.
- Compose a Literary Analysis essay that examines theme in a short story
- Create a narrative from another point of view or continue the narrative and maintain the author's style being sure to use a graphic organizer incorporating all elements of a short story including the magic three strategy.
- Be able to answer "Constructed Response" utilizing R.A.C.C.E.E.
- Read an article relating to a short story and pick out main idea, relevance to literature piece, and vocabulary.

foreshadowing, irony (3 types), chiaroscuro, magic-three writing strategy, dialogue, sensory details

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

Goal: Your goal is to read many stories, be able to identify one theme and relate it to a character.

****An effective story engages the reader by setting up questions, tensions, mystery, dilemmas or uncertainty about what will happen next.****

Short Story Unit Assessment (Summative)

Select **ONE** short story that you've read from our unit.

Writing Task: An author can reveal their message to the reader in many ways. Some of these methods are direct, and others are subtle. Select **one** short story we read, and identify a theme or themes. Explain how the author communicates this message/s to the audience.

Standards/Criteria for Success: Your theme essay must:

- Have a strong introduction that helps establish a logical, effective order for your essay. (Thesis Statement)
- Body paragraphs must include a topic sentence, background information, textual evidence, analysis of evidence, and a closing sentence. (Keyhole Method)
- Concluding paragraph should restate thesis statement, key details, and come full circle (connect to the hook).
- Use standard, formal written English with a minimum of grammatical and mechanical errors.

Apply MLA format:

- Font size 12
- Times New Roman
- 1 inch margins (default setting in Google Docs)
- Double - space
- Include header (name, instructor's name, course, date)
- Title (center aligned)
- Header (last name and page number in upper right corner)

Other Evidence

On Level:

- Tests/Quizzes on reading **(RL)**
- Vocabulary **(W, L)**
- Homework **(W)**
- Note-taking **(W, L)**
- Q & A (formal and informal) **(SL, L)**
- Oral summarizing and paraphrasing **(SL, L)**
- Compare/Contrast Essay (Formative Assessment): paragraph forms, transitions, and including evidence from the story such as quote and/or specific example to support a thesis. Apply these to short story characters. **(RL,W)**
- Read articles that relate to a short story and identify vocab, main idea, and relevance to literature **(RI, SL)**

- Students learn variety of sentence patterns through: vocabulary of the new units, application of the grammar (prepositional phrases, transitional expressions, participial phrases). **(W, L)**
- Sentence variety in all essays and writing assignments based on completion of grammar in class. **(W, L)**

Above Level:

- Tests/Quizzes on reading **(RL)**
- Homework **(W)**
- Note-taking (Cornell notes, CLOSE reading strategies) **(W, L)**
- Q & A (formal and informal) **(SL, L)**
- Oral summarizing and paraphrasing **(SL, L)**
- Compare/Contrast Essay (Formative Assessment): paragraph forms, transitions, and including evidence from the story such as quote and/or specific example to support a thesis. Apply these to short story characters from different works of literature or from a different era in literature. **(RL,W)**
- Rewrite a scene using a different technical point of view **(W)**
- Include a grammar expectation in rubrics **(W)**
- Describe a setting and create a mood by using connotative words (sensory detail) **(W)**
- Describe a character's physical features using connotative language to imply an emotion **(W)**
- Understand a positive connotative setting
- Understand and use the "Magic Three" writing technique to write a personal narrative utilizing the skill
- Read articles that relate to a short story and identify vocab, main idea, and relevance to literature **(RI, SL)**

- Vocabulary units are studied every other week. Students learn the words and complete Practice Sets. **(RL, L)**
- Students are quizzed. **(RL, L)**
- Students learn variety of sentence patterns by practicing sentence writing using the vocabulary of the new units and the application of the grammar learned- specifically beginning with prepositional phrases, transitional expression, infinitive phrases, gerund phrase, participial phrases. **(W, L)**
- Students will be required to use sentence variety in all essays and writing assignments. **(W, L)**
- Student are presented with packets to learn and practice prepositional phrases, transitional expression, infinitive phrases, gerund phrase, and participial phrases. **(W, L)**
- Students are tested on the phrase unit. **(W, L)**

In order to accomplish the objectives of this unit, students will engage in a selection of the following activities:

--Participate in impromptu discussions of teen conflicts and possible solutions throughout the unit. Share such conflicts in pairs or small group discussions. **(M)**

--Be introduced to essential questions and key vocabulary and literary terms including the five part plot structure. **(A)**

--Students will learn the following literary terms/devices through various methods, including direct instruction (teacher created materials), activities (i.e. worksheets/interactive websites/group work, etc.), and application through formative assessment:

- Allusion **(A)**

- Characterization (5 ways the author describes) (M,T)
- Character Types (M,T)
 - Round/flat
 - Dynamic/static
- Compare/Contrast (A)
 - Block
 - Point by point
- Conflict/Resolution (M,T)
 - internal
 - external
- Connotation (A)
- Denotation (M,T)
- Flashback (M,T)
- Foreshadowing (M,T)
- Hyperbole (M,T)
- Imagery (M,T)
- Inference (M,T)
- Irony (A)
 - Situational or Irony of the Situation
 - Verbal
 - Dramatic
- Metaphor (M,T)
- Mood (M,T)
- Personification (M,T)
- Plot (T)
- Point of View (M,T)
- Predictions (M,T)
- Simile (M,T)
- Symbol(ism) (M,T)
- Theme (M,T)

--Narrative Writing:

- Students will take notes on/view notes on Narrative Writing (teacher created PowerPoint/Google Slide) (A)
 - tone/mood
 - style
 - sensory details

- dialogue
- point of view
- literary devices
- Students will continue O’Henry’s short story “A Retrieved Reformation” (T)
 - students must maintain tone and style
- Students will continue Frank R. Stockton’s short story “The Lady, or the Tiger?” to review for PARCC (T)
 - students must maintain tone and style
- **Narrative Prompt 1:** Continue O’Henry’s short story “A Retrieved Reformation” maintaining the author’s tone and style. Be sure to tell what happens to Jimmy/Ralph after his conversation with Ben Price. Be sure to use what you already learned about the characters, the setting, and the plot as you consider your continuation.
- **Narrative Prompt 2:** Write an ending for the story “The Lady, or the Tiger?” by Frank R. Stockton. Describe what happens after the princess signals her lover. Be sure to use what you have already learned about the characters, the setting, and the plot as you consider how this story will end.

--Keyhole Method of Writing:

- Teach the “Keyhole Method of Writing” as it applies to an theme piece ([Google Slide](#)).
- [Hammurabi’s Code cross-curricular argumentative essay](#): Using the documents provided, was Hammurabi’s Code just? That is, was it a fair set of laws? Write an argumentative essay explaining your reasoning.
- Students will take notes on this method of writing a basic 5 paragraph essay. ([Slide of Keyhole Method](#))

--Compare/Contrast Essay Writing:

- Students will take notes on Block and Point by Point (teacher created Google Slide [[Slide of Compare/Contrast](#)]) (A)
- Students will work on an activity with Apples and Oranges to understand sentence structure. (A, M)
- Students will write a compare/contrast essay (T)
 - This essay works well with “The Kid Nobody Could Handle” comparing Quinn and Helmholtz

--Short Constructed Response:

- Students will take notes on R.A.C.C.E.E. ([Slide of RACCEE](#)) while viewing the teacher created PowerPoint or Google Slide(A)
- Students will view exemplars (A)
- Students will practice short constructed responses via formative assessments and class activities (M, T)

--”Magic Three” Writing Technique: ABOVE STUDENTS

- Students will learn what the “Magic Three” ([Slide of Magic Three](#)) ([Obama's Acceptance Speech 2008](#)) technique is and how to use it (A)
- Students will practice the technique by writing a personal narrative describing a time they were not proud of (M, T)

--Students will compare the followings texts: (T)

1. “The Finish of Patsy Barnes” (short story), “The Drummer Boy of Shiloh” (short story), & [“Shiloh: A Requiem \(April 1862\)”](#) by Herman Melville (poem) or [“The Picket Guard”](#) (poem)
2. “A Retrieved Reformation” (short story) & [“True Love Conquers All”](#) (poem)

--Students CAN read ANY or ALL of the following non-fiction text that is paired with each POSSIBLE fiction short story that matches skills: (T)

1. "Raymond's Run"
 - Reality Central: "At First Sight"
 - Reality Central: "Leveling the Playing Field"
2. "Thank You M'am"
 - Reality Central: "Separate Justice"
 - Reality Central: "The Curfew Question"
3. "The 11:59"
 - *from* A Long Hard Journey: The Story of the Pullman Porter (An Essay by Patricia and Fredrick McKissack)
4. "The Kid Nobody Could Handle"
5. "The Third Wish"
6. "Up the Slide"
 - Action Magazine January 14, 2014: "Lost in a Blizzard"
 - National Post article dated June 19, 2012: "German man reported missing nearly a year after vanishing on walk across Yukon"
 - Lifestyle article dated September 5, 2009: "Tot found safe after being lost for 25 hours in Yukon"
7. "A Retrieved Reformation"
 - Reality Central: "The CSI Effect"
 - Reality Central: "Separate Justice"
8. "A Tell-Tale Heart"
 - Reality Central: "The Insanity Defense"
9. "To Build a Fire"
 - Action Magazine January 14, 2014: "Lost in a Blizzard"
 - National Post article dated June 19, 2012: "German man reported missing nearly a year after vanishing on walk across Yukon"
 - Lifestyle article dated September 5, 2009: "Tot found safe after being lost for 25 hours in Yukon"
10. "Cub Pilot on the Mississippi"
 - "Law that work for Kids Who Work"
11. "Flowers for Algernon"
 - The I.Q. Question
12. "The Medicine Bag"
 - News ELA.com article dated June 23, 2015 : "Lawmakers, Republican candidates split over Confederate flag display"
13. "Gentleman of Rio en Medio"
 - Reality Central: "This Land is Whose Land?"
14. "The Story Teller"
 - Reality Central: "My Brother and Sister Drive Me Crazy"
 - Reality Central: "Learning Character"
15. *from* I Know Why the Caged Bird Sings
 - "Someone to Look Up To"

--Students will learn and apply the following grammar skills:

- Prepositions (M,T)
- Participles and Participial Phrases (A,M)
- Complex Sentences (Subordinating Clauses and Subordinating Conjunctions [sentence combining]) (A,M)
 - Clause: adjective and adverb
 - Independent Clause
 - Dependent Clause (subordinate clause)
 - Compound Sentences
 - Complex Sentences
 - Simple Sentences
- Subject/Verb Agreement (A,M)
- Subordinating Conjunctions (A,M)
- Pronouns (A)
 - Indefinite Pronouns
 - Subject/object Pronouns
 - Pronoun-Antecedent Agreement

STAGE 1: DESIRED RESULTS**Established Goals:**

New Jersey Student Learning Standards (NJSLs):

Reading Literature

- [NJSLs.RL.8.1](#) Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [NJSLs.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [NJSLs.RL.8.3](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- [NJSLs.RL.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [NJSLs.RL.8.5](#) Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- [NJSLs.RL.8.6](#) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- [NJSLs.RL.8.7](#) Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- [NJSLs.RL.8.10](#) By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

Reading Informational

- [NJSLs.RI.8.1](#) Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- [NJSLs.RI.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [NJSLs.RI.8.3](#) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- [NJSLs.RI.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [NJSLs.RI.8.6](#) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- [NJSLs.RI.8.8](#) 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.

Writing

- [NJSLs.W.8.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. Introduce a topic 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).

- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-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 that follows from and supports the information or explanation presented.
- [NJSL.S.W.8.4](#) Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- [NJSL.S.W.8.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- [NJSL.S.W.8.6](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- [NJSL.S.W.8.7](#) 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.
- [NJSL.S.W.8.8](#) 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.
- [NJSL.S.W.8.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “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”).
- [NJSL.S.W.8.10](#) 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.

Language

- [NJSL.S.L.8.1](#) Demonstrate command of the conventions of standard English grammar and usage 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.*
- [NJSL.S.L.8.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - B. Use an ellipsis to indicate an omission.
 - C. Spell correctly.
- [NJSL.S.L.8.4](#) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - C. 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.

- D. 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).
- [NJSLSL.8.5](#) 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- [NJSLSL.8.6](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- [NJSLSL.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.
- [NJSLSL.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.
- [NJSLSL.8.5](#) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- [NJSLSL.8.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Transfer

Transfer Goal:

Students will be able to independently use their learning to be able to analyze the effect of injustice in the world around them, so that in the long run, they will not be bystanders in the face of it.

Meaning

Enduring Understandings

Students will understand that:

- Knowing the historical context of a text helps the reader understand the conflicts faced by the characters.
- All of humanity is touched by injustice.
- One person can cause a big change, positive or negative.
- Many factors contribute to a person's choices in life (i.e. environment, culture, religion, social pressure, politics, family values etc.)

Essential Questions

- How does learning about the historical period help you understand what you read?
- How does injustice affect all of humanity?
- Does being a bystander make you guilty of the crime?
- What drives an individual to make choices in their lives?

Acquisition of Knowledge & Skills

Students will know:

1. The impact of the historical context of literature.
2. How to evaluate characters by their actions and speech
3. How a play is arranged by acts and scenes

Students will be able to:

1. Compare and contrast different characters and situations.
2. Conduct brief research and evaluate the piece

<p><i>Key Terms</i> Holocaust; bigotry; intolerance; genocide; scene vs. act; stage directions; flashback, irony-dramatic, situational, verbal, mood, symbolism.</p>	<p>3. Apply knowledge of the historical context of the Holocaust to contemporary situations.</p>
--	--

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

CHOICE ONE: Research Essay

Directions for Essay: Research a current event related to intolerance in our society, and review/relate it to *The Diary of Anne Frank*.

Directions: Using your book and the outline below, write a well thought out four paragraph essay addressing intolerance seen today.

OUTLINE:

Introduction:

This paragraph should include your thoughts and feelings on intolerance. What is intolerance? How do you define intolerance? How is intolerance shown? Briefly mention the topic of intolerance you chose and give a little information on the subject.

- Opening statement
- Your views of intolerance
- Briefly mention the event you chose
- Thesis statement

Body Paragraph 1

This paragraph should be a complete and thorough summary of the event that you chose. *Remember your reader does not know anything about this event so it is your job to give all of the necessary information.

- Transition
- Summarize your event

Body Paragraph 2

This paragraph is where you need to compare and explain the similarities between the current event you chose and the Anne Frank play. Remember to explain the cause and its effect on the people/group/person and explain the impact the intolerance has on society.

*Remember that when you compare look at the bigger picture

- Transition sentence from the event you chose to Anne Frank
- Compare the event you chose to Anne Frank

Conclusion:

- Transition to let the reader know your concluding
- Restate thesis in different words
- Summarize main points
- Closing sentence

CHOICE TWO: Theme Essay

Directions: Using your book and the outline below, write a well thought out four paragraph essay addressing the following **THEME**: *The worst of times brings out not only the worst, but also the best in people.*

To write this essay, you will:

- Choose two characters and explain how the “worst of times” brings out the best in them.
- OR
- Choose two other characters and show how the “worst of times” brings out the worst in them.

Examples: Anne (brought out best)
Mr. Frank (brought out best)
Mrs. Van Dann (brought out the worst)
Mr. Dussel (brought out the worst)

Other Evidence

1. Holocaust Webquest/Background Study of historical terms related to World War II and the Holocaust. **(SL, L, W: research based)**
2. Reading of the play aloud. **(SL, RL)**
3. Class discussions: Contrast the Franks and Van Daans – Anne vs. Margot, Anne vs. Peter etc. **(SL, L)**
4. The study of irony in literature. Dramatic irony, situational irony, and verbal irony. **(RL)**
5. Journals: Reflect on the experiences on Anne Frank’s family. Write a journal entry to show awareness of social biases today. **(W, L)**
6. Quizzes and Tests **(W)**
7. Read a recent article demonstrating a form of intolerance and relate it to Anne Frank. Explain how the intolerances of yesterday are prevalent in today’s world. **(RI, W)**
8. Additional viewing resources include: *Paperclips*; *The Man Who Hid Anne Frank*; *The Diary of Anne Frank (ca.1959)*; *Gerda Weissman-A Survivor* **(SL)**
9. I Am Poem. Students are given a Holocaust victim/survivor biography. They are to juxtapose the biographical information onto on “I Am” poem. **(W: Research based)**
10. Compare/Contrast Essay (Gerda Weissman and Anne Frank) Students will view an interview with survivor, Gerda Weissman, and compose an essay to compare and contrast Anne Frank and Gerda Weissman’s experiences. **(SL, W)**
11. Compare/Contrast Reflection (Movie: *The Power of One* and *The Diary of Anne Frank*) **(W, SL, L, RL)**
12. Group Work Debate: Students are given a “part” to play (for example The Franks or Van Daans) Students will be presented with scenarios, and will have to solve them based on the their character’s personality traits. **(SL, L, RL)**

Book Clubs ABOVE LEVEL

1. Students will utilize a Google Form survey to select book of choice
 - a. The Berlin Boxing Club
 - b. Salt to the Sea
 - c. Refugee
 - d. Book Thief
2. Once selected, students will select a [Bookmark](#) Approach (one or a mix):
 - a. Textual Approach

- b. Social Approach
 - c. Topical Approach
 - d. Cultural Approach
3. Students will create [Book Club Expectations](#)
 4. Students will complete a [discussion record](#) for each meeting
 5. Students will [select assessment](#) based on book
 - a. [Body Biography Club Assessment](#)
 - b. [Book Club Assessment Censorship](#)
 - c. [Book Club Assessment Cultural Studies](#)
 - d. [Book Club Assessment Thematic Connection](#)

Book Clubs ON LEVEL

6. Students will utilize a Google Form survey to select book of choice
 - a. The Boy in the Striped Pajamas
 - b. The Berlin Boxing Club
 - c. Salt to the Sea
 - d. Refugee
7. Once selected, students will select a [Bookmark](#) Approach (one or a mix):
 - a. Textual Approach
 - b. Social Approach
 - c. Topical Approach
 - d. Cultural Approach
8. Students will create [Book Club Expectations](#)
9. Students will complete a [discussion record](#) for each meeting
10. Students will [select assessment](#) based on book
 - a. [Body Biography Club Assessment](#)
 - b. [Book Club Assessment Censorship](#)
 - c. [Book Club Assessment Cultural Studies](#)
 - d. [Book Club Assessment Thematic Connection](#)

In order to accomplish the objectives of this unit, students will engage in a selection of the following activities:

-- Be introduced to essential questions and key vocabulary and literary terms. (A)

-- Students will research background on Hitler's rise to power and the development of what is known as the Holocaust (A, M)

-- Students will learn the modern conventions of drama: stage direction, acts, scenes, flashbacks and apply to the play (A, M, T)

-- Students will keep a daily log of the following: (A, M)

Character and traits with support

Symbolism with support

Conflicts with support

Themes with support and how they are applicable to character, theme and conflict

-- Students will learn the following literary terms/devices through various methods, including direct instruction (teacher created materials), activities (i.e. worksheets/interactive websites/group work, etc.), and application through formative assessment:

- Irony (M, T)
 - Situational or Irony of the Situation
 - Verbal
 - Dramatic
- Flashback (M, T)
- Setting (M, T)
- Inferencing (M, T)
- Characterization (M, T)
- Cause and Effect (M, T)
- Symbolism (M, T)
- Compare and Contrast (M, T)
- Dramatic License (A, M)
- Theme (T)
- Conflict (M, T)
- Mood (M, T)
- Foreshadowing (M, T)
- Hyperbole (M, T)

--Students will have class discussions contrast between the Franks and Van Daans – Anne vs. Margot, Anne vs. Peter etc. (M)

--Short Constructed Response:

- Students will use [R.A.C.C.E.E.](#) to answer several questions about the piece (T)
- Students will continue to practice short constructed responses via formative assessments and class activities (T)

--Argumentative Essay Option:

- Students will take notes on argumentative writing (hook, summary, thesis/claim, topic sentences, text evidence, counterclaim, rebuttal/refutation, call to action) (A,M)
- **Prompt:** In Act 1, Scene 3, of *The Diary of Anne Frank*, some of the characters seem to disagree with Mr. Frank's decision to allow Mr. Dussel to move into their apartment. Write an argument that one of the residents of the apartment might have made either in support of or against letting Mr. Dussel move in. Write

from the point of view of one of the characters in the play. State your position clearly and support your argument with details from the play about life in the warehouse apartment. Be sure that you use logical reasoning and include only information that the characters knew before Mr. Dussel moved in. (T)

--Students will learn and apply the following grammar skills:

- Prepositions (M,T)
- Participles and Participial Phrases (A,M)
- Complex Sentences (Subordinating Clauses and Subordinating Conjunctions [sentence combining]) (A,M)
 - Clause: adjective and adverb
 - Independent Clause
 - Dependent Clause (subordinate clause)
 - Compound Sentences
 - Complex Sentences
 - Simple Sentences
- Subject/Verb Agreement (A,M)
- Subordinating Conjunctions (A,M)
- Pronouns (A)
 - Indefinite Pronouns
 - Subject/object Pronouns
 - Pronoun-Antecedent Agreement

Additional Activities if time allows:

--Students will view the *Man who hid Anne Frank* providing additional background for the reading (A)

--Students will create an I Am Poem. Students are given a Holocaust victim/survivor biography. They are to juxtapose the biographical information onto an "I Am" poem as well as use figurative language of simile, metaphor and personification. (M, T)

--Students will view film *Paperclips* and write a journal response to the effect that the study of the Holocaust had on these students and on them. (A, M, T)

--Students will read the following non-fiction text that is paired with each fiction short story: (T)

- Reality Central Unit 5: "Holocausts in Rwanda and Darfur"
- Reality Central Unit 5: "A Meaningful Life"
- The New York Times Upfront Magazine January 7, 2013: "A Tattoo to Remember"

STAGE 1: DESIRED RESULTS**Established Goals:****New Jersey Student Learning Standards (NJSLS):****Progress Indicators for Reading Informational Text****Key Ideas and Details**

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Progress Indicators for Writing

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), 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 accurate, credible sources and demonstrating an understanding of the topic or text.
 - 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 style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - B. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).

Progress Indicators for Speaking and Listening

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Progress Indicators for Language Vocabulary Acquisition and Use

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - c. 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.
 - d. 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).

Transfer

Transfer Goal:

Students will be able to independently use their learning to demonstrate knowledge of an author’s purpose and main idea, so that in the long run on their own they will be better able to understand human nature and the way that people communicate information in different ways.

Meaning

Enduring Understandings

Students will understand that:

- A nonfiction piece is deliberately crafted using a specific type of structure to give a desired effect for close reading and interpretation.
- A nonfiction piece has a specific structure based on the author’s purpose.
- A main idea can be inferred by paying attention to different elements of a piece.
- Analyzing non-fiction pieces will help students to understand other literature and real-life situations.

Essential Questions:

- Why do we read non-fiction?
- Why is it important to determine an author’s purpose?
- What is learned from the structure of a piece, and how can this be helpful to real life?
- Can we always determine a main idea in a nonfiction piece?

- In order to be effective, writing must cite specific evidence and detail from text.

Acquisition of Knowledge & Skills

Students will know:

- Terms associated with organizational structure of text.
- Text Features
- Graphic Aids
- Organizational Aids
- Authors have a specific purpose when they craft an informational piece.
- Authors are deliberate in their use of elements of structure.
- Reading increases the learning of vocabulary.
- Effective responses to reading require detailed examples of support from text.

Key Terms :

1. Description
2. Time Order
3. Cause and Effect
4. Compare/contrast
5. Problem Solution
6. List and enumeration
7. Table of Contents
8. Glossary
9. Index
10. Key Guide Words
11. Diagram
12. Graphs/Charts/tables
13. Maps
14. Timeline
15. Illustrations
16. Bold print italics
17. Title/headings
18. Subheadings
19. Captions
20. Sidebars

Students will be able to:

- Preview the structure of a text (T.H.I.E.V.E.S)
- Apply the meaning of terms to examples in a text.
- Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Develop a statement of the central idea(s) of a text.
- Analyze the development of central idea(s) over the course of the text.
- Accurately provide several pieces of textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.
- Differentiate between important vs. unimportant details in the text.
- Develop an objective summary of the text distinct from personal opinions or judgments.
- Word Choice
 - o Accurately determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
 - o Analyze the impact of specific word choice on meaning and/or tone, including analogies or allusions to other texts.
 - o Accurately determine the symbols, key terms, and other domain-specific words and phrases that are used in a specific content subjects relevant to grades 6–8 texts and topics.
- Author Purpose/POV
 - o identify an author's point of view in a text using text evidence.
 - o Develop a statement of an author's purpose in a text.
 - o Analyze how the author acknowledges and responds to conflicting evidence and/or viewpoints.
 - o Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4)
 - o Accurately identify aspects of a text that reveal an author's point of view (e.g. loaded language, inclusion or avoidance of particular facts).

- Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
- Demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words.
- Compare and contrast two or more texts with regard to the conflicting information shared on the same topic and identify where the texts disagree on matters of fact or interpretation.
- Compare and contrast information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.
- Compare and contrast the relationship between a primary and secondary source on the same topic.

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

Students will be able to read, comprehend, and analyze literary nonfiction at grade level text-complexity or above.

[Transfer Task-Amelia Earhart](#)

Other Evidence

- Create stations in classroom that allow students to explore the variety of nonfiction book choices
- Create an anchor chart identify text features. Have students explore these features in actual books (have book bins full of a variety of nonfiction books at each cluster of desks)
- Mini lesson/Interactive Read Aloud/ Shared Reading
 - Use mentor texts
 - Should address the various types of nonfiction readings students will encounter.
- Independent Reading Time
- Small Group Instruction
- Writing: (W) Short answer written format which would include identifying the main idea, supportive detail, differentiating between author's point of view, analysis of organizational structure, paraphrasing and summarizing, making inferences from text.
 - Self-assessment and teacher assessment.
- Review for Assessment: [Review](#)
- PARCC Practice Test (all skills addressed here)
- <https://parcctrng.testnav.com/client/index.html#login?username=17EL08PTOE01010200&password=PCPRACTICE>
- AnswerKeyLink: https://parcc.pearson.com/resources/Practice-Tests/AKD/Gr8ELA/Grade8_Online_Practice_Test_Answer_Doc_2016.pdf

STAGE 1: DESIRED RESULTS

Established Goals:

New Jersey Student Learning Standards (NJSLS):

Reading Informational

- [NJSLS.RI.8.1](#) Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [NJSLS.RI.8.2](#) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- [NJSLS.RI.8.8](#) 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.

Writing

- [NJSLS.W.8.1](#) Write arguments to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s), 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 accurate, credible sources and demonstrating an understanding of the topic or text.
 - 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 style.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.
- [NJSLS.W.8.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. Introduce a topic 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).
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-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 that follows from and supports the information or explanation presented.
- [NJSLS.W.8.8](#) 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.

- **NJSLS.W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “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”).

Speaking and Listening

- **NJSLS.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
 - 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.
- **NJSLS.SL.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.

Language

- **NJSLS.L.8.1** Demonstrate command of the conventions of standard English grammar and usage 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.*
- **NJSLS.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - C. 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.
 - D. 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).

Transfer

Transfer Goal:

Students will be able to independently use their learning to develop an argumentative essay that introduces a claim with supporting evidence.

Meaning

Enduring Understandings

Students will understand that:

Essential Questions

- How do good writers express themselves?
- How does process shape the writer's product?

<ul style="list-style-type: none"> ● Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression. ● Good writers use a variety of strategies which enable them to vary form and style, in order to write for different purposes, audiences, and contexts. ● A writer selects a form based on audience and purpose. 	<ul style="list-style-type: none"> ● How do writers develop a well written product? ● Why does a writer choose a particular form of writing?
--	--

Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● The steps of the writing process ● Understand the strategies used to generate and narrow topic choice ● Audience ● Know a variety of literary devices used to enhance writing ● How to develop a clear topic, logical organization and variety in sentence structure. ● How to read and understand a rubric ● The plot structure of a story ● Understand the meaning of a claim/thesis statement ● Support a claim with evidence from various sources ● Vary word choice ● Use informational text to collect ideas ● Use technology for research 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use the writing process to develop a final product ● Generate and narrow topics ● Revise and edit drafts ● Demonstrate understanding of a scoring rubric ● Reflect on own writing ● Write multi-paragraph essays that are focused on a single topic ● Use main and supporting details to prove a thesis ● Write reports based on research and including citations, quotations and a works cited page
--	--

Key Terms

Thesis/Claim, central idea, supporting details, reasons, quote, statistics, facts, ideas, dramatic scenario, refutation, counterclaim.

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

Students will identify the objective summary of a text, analyze the central idea of that text and its supporting ideas and information. Students will then write an argument piece, taking a stance on the topic of sports in high school, supporting their claims with clear reasons and information derived from the video and print informational texts provided as well as outside texts.

Other Evidence

- Video clip “Do Athletes Face Unnecessary Parent Pressure?” Video from KCRA.com
 - (http://www.youtube.com/watch?v=dqypa_oNQVI)
- Video clip "Notebook: Kids and Sports" Video from CBS news
 - (<http://www.youtube.com/watch?v=CV-WqlorsBM>)
- Video clip "Report: Pressure on Teen Athletes Soars" Video from WCPO, Cincinnati, Ohio
 - (http://www.youtube.com/watch?v=_p_9jUEz7AE)
- Video clip "Sports: How Much Is Too Much?" Video from KCRA.com
 - (<http://www.youtube.com/watch?v=vrP68OD355w>) and video projection
- Article: “High School, College Football Comes With Risk” by Jeffrey Perkel
 - (<http://abcnews.go.com/Health/Healthday/story?id=4508074&page=1>)
- Article: “What in the Name of High School Football” by Hank Hill
- Article: “Are High School Sports Good For Kids?” by Daniel Gould

STAGE 3: ACTIVITIES TO FOSTER LEARNING

Activities:

- Students will watch “Do Athletes Face Unnecessary Parent Pressure?” (2 or 3 times as a class) http://www.youtube.com/watch?v=dqypa_oNQVI (It’s a news report from California that engages with some of the issues related to kids and sports.) (A)
- Students will learn to take notes. They should list the main ideas and any supporting details that connect to those ideas. Students might want to just watch the video the first time, think about it, and take notes during the second and third viewing. (A, M)
- Students will look over notes, reflect, and then be able to summarize his/her knowledge by organizing notes so that they summarize the central idea of the video, and indicate how that idea is developed through supporting evidence. (M, T)
- Students will be able to name the central idea of each text and indicate how it is developed with supporting ideas and evidence. (T)
- Students will add to the research by reading two articles about sports in schools. Students will take notes. (A, M)
- Students will be able to make a claim about: “Are school sports good or bad for kids?” and be able to give three basic reasons. (M,T)
- Students will use Chromebooks to watch three one-minute videos on his/her own. All three of these videos are news clips that talk about youth sports. Students will need to take notes as they watch videos that will help with research. (M)

Digital text collection – 3 videos

• Video clip "Notebook: Kids and Sports" Video from CBS news

<http://www.youtube.com/watch?v=CV-WqlorsBM>

• Video clip "Report: Pressure on Teen Athletes Soars" Video from WCPO, Cincinnati, Ohio

http://www.youtube.com/watch?v=_p_9jUEz7AE

• Video clip "Sports: How Much Is Too Much?" Video from KCRA.com

<http://www.youtube.com/watch?v=vrP68OD355w>

and video projection

- Students will need to develop counter-arguments based on all the articles and video clips (A, M)

Unit Five Title/ Topic (ON level Charlotte Doyle): Conflict: *Experiences that shape our lives*

Unit Duration: 8 weeks

STAGE 1: DESIRED RESULTS

Established Goals:

New Jersey Student Learning Standards

Reading Literature:

- [NJSLS.RL.8.1](#) Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [NJSLS.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [NJSLS.RL.8.3](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- [NJSLS.RL.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [NJSLS.RL.8.5](#) Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- [NJSLS.RL.8.6](#) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- [NJSLS.RL.8.7](#) Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- [NJSLS.RL.8.9](#) Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- [NJSLS.RL.8.10](#) By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text complexity (see Appendix A) or above, scaffolding as needed.

Reading Informational:

- [NJSLS.RI.8.1](#). Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [NJSLS.RI.8.2](#). Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- [NJSLS.RI.8.3](#). Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- [NJSLS.RI.8.4](#). Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [NJSLS.RI.8.5](#). Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- [NJSLS.RI.8.6](#). Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- [NJSL.S.RI.8.7](#). Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- [NJSL.S.RI.8.8](#). 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.
- [NJSL.S.RI.8.9](#). Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing

- [NJSL.S.W.8.2](#). Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - [NJSL.S.W.8.2.a](#). Introduce a topic 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).
 - [NJSL.S.W.8.2.b](#). Develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples.
 - [NJSL.S.W.8.2.c](#). Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - [NJSL.S.W.8.2.d](#). Use precise language and domain specific vocabulary to inform about or explain the topic.
 - [NJSL.S.W.8.2.e](#). Establish and maintain a formal style/academic style, approach, and form.
 - [NJSL.S.W.8.2.f](#). Provide a concluding statement or section that follows from and supports the information or explanation presented.
- [NJSL.S.W.8.4](#) Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
- [NJSL.S.W.8.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- [NJSL.S.W.8.8](#) 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.
- [NJSL.S.W.8.10](#) 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 & Listening

- [NJSL.S.SL.8.1](#) Engage effectively in a range of collaborative discussions (one on one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - [NJSL.S.SL.8.1a](#) 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.
 - [NJSL.S.SL.8.1b](#) Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - [NJSL.S.SL.8.1c](#) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - [NJSL.S.SL.8.1d](#) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- [NJSL.S.SL.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.

Language

- [NJSL.S.L.8.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - [NJSL.S.L.8.1a](#) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

- o [NJSL.S.L.8.1d](#) Recognize and correct inappropriate shifts in verb voice and mood.*
- [NJSL.S.L.8.2](#)
 - o [NJSL.S.L.8.2a](#) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - o [NJSL.S.L.8.2b](#) Use an ellipsis to indicate an omission.
 - o [NJSL.S.L.8.2c](#) Spell correctly.
- [NJSL.S.L.8.4](#) Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 - o [NJSL.S.L.8.4a](#) 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.
 - o [NJSL.S.L.8.4b](#) Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - o [NJSL.S.L.8.4c](#) 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.
 - o [NJSL.S.L.8.4d](#) 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).
- [NJSL.S.L.8.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - o [NJSL.S.L.8.5a](#) Interpret figures of speech (e.g. verbal irony, puns) in context.
 - o [NJSL.S.L.8.5b](#) Use the relationship between particular words to better understand each of the words.
 - o [NJSL.S.L.8.5c](#) Distinguish among the connotations (associations) of words with similar denotations (definitions)(e.g., bullheaded, willful, firm, persistent, resolute).
- [NJSL.S.L.8.6](#) Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to study issues and conflicts in a historical context, so that in the long run they will be able to transfer this awareness to contemporary conflicts in their lives.

Meaning

Enduring Understandings

Students will understand that:

- Socially accepted beliefs and practices are not always based on truth.
- Maturity and independence result from increasing self-awareness.
- Character conflicts may be explored in a historical context, and readers may transfer an awareness to contemporary conflicts

Essential Questions

- Why do people blindly accept society’s belief and practices?
- How do you mature to become independent and self-aware?
- How do conflicts in historical fiction transfer to contemporary conflicts?
- What can we learn about life by reading and reflecting upon how others struggle to survive?
- How is writing to inform an effective communication tool?

Acquisition of Knowledge & Skills

Students will know:

- Historical times inherently possess some sociological accepted behaviors;
- Beliefs and behaviors have changed through the years, culture and society;

Students will be able to:

- Analyze character development throughout a novel;

- Growing up and maturity may sometimes require a realization that past or accepted morals or tenets may not necessarily be the correct ones and that the individual in society needs adapt and change;
- Characterization is shown through comparison and contrast

- Analyze a character's change in philosophy and beliefs based on his/her observations of others – and that these observations may result in a change of heart and behavior even if it may oppose family and society;
- Compare and contrast the implications when individuals choose to challenge societal norms.
- Accurately take notes when reading in order to help develop an essay.
- Write arguments to support claims with clear reasons and relevant evidence
- Cite the evidence that supports an analysis of characters, setting and plot
- Draw inferences from the text.

Key Terms

ON: flashback, foreshadowing, theme, characterization, prologue, Nautical terms: mast, brig, mess, watch, ratlines, topgallant sails etc., connotation, and denotation. ABOVE: Flashback, block point by point, Foreshadowing, transitional expressions, theme, characterization, prologue, Nautical terms: mast, brig, mess, watch, ratlines, topgallant sails etc., connotation, denotation, allusion, Cliffhanger. In addition, grammatical terms of participles, gerunds, prepositional phrases and infinitive phrases.

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

Choice of Theme Essay for class novel

ON Level:

Charlotte's trip was a journey of self- discovery and transformed her from a 19th century girl into a 21st century feminist.

Essay Choices:

1. In the novel *The True Confessions of Charlotte Doyle*, many transformations are evident through the novel's character descriptions and events. These changes can be seen in the appearance of the characters, the Seahawk itself, and in the attitudes of Charlotte, Captain Jaggery and the crew. Support with details from novel.
2. In the novel *The True Confessions of Charlotte Doyle*, Charlotte experiences growth that can be traced in her display of loyalty, independence, and concern for social justice. Use the novel's events to supports each concept.
3. Throughout the novel *The True Confessions of Charlotte Doyle*, Captain Jaggery and Mr. Doyle were drawn as similar characters. Describe their characters by answering the following questions: a) What is Charlotte's attitude toward her father and Captain Jaggery at the beginning of the novel? b) How and why does this attitude change at the conclusion of the novel's events? c) Do you agree with the concept that these men abused their power and how?
4. Pretend you are Charlotte and you are writing a letter home to you parents explaining why you had to leave. Use the ideas from above to help you formulate a format for your letter. Your letter should include an eye-catching lead, a brief introduction of the situation Charlotte is in now, how, and why she reached this decision. Your body format and the number of paragraphs is your choice depending on your organization. Remember to include many examples of support from the text. Keep in mind sentence variety and use of transitions and participial phrases.

ABOVE Level:

Choice of Theme Essay for Charlotte Doyle

1. In the novel *Charlotte Doyle*, many transformations are evident throughout the novel's character descriptions and events. These changes can be seen in the appearance of the characters, the Seahawk itself, and in the attitudes of Charlotte, Captain Jaggery and the crew. Support
2. In the novel, *Charlotte Doyle* Charlotte experiences growth, which can be traced in her display of loyalty, independence, and concern for social justice. Use the novel's events to supports each concept.

3. Throughout the novel, Captain Jaggery and Mr. Doyle were drawn as similar characters. Describe their characters. What is Charlotte's attitude toward her father and Captain Jaggery at the beginning of the novel? How and why does this attitude change at the conclusion of the novel's events? Do you agree with the concept that these men abused their power and how?

Other Evidence

ALL LEVELS

1. Film on the ship the "Constitution" - a typical ship of the time and a sailor's experience on a three masted vessel. **(A)**
2. Discussion on THEMES in *CHARLOTTE DOYLE* **(SL)**

Loyalty

- to dad
- to crew in defiance of the captain
- to Zachariah in protecting him about the dirk and in trying to stop the whipping
- Zachariah to Charlotte. He believes her about the murder.
- Crew to Zachariah. They believe his innocence over Charlotte's

Appearance vs. Reality

Reversal throughout the novel

- Established ideas about education.
- Established ideas about the captain.

3. Maturity

On Grade Level

1. Reading of novel **(RL)**
2. Class Discussion **(SL, L, RL)**
3. Daily Journals **(W, RL, SL)**
4. Completion of study guides and vocabulary building **(W)**
5. Tests/Quizzes to test comprehension **(W)**
6. R.A.F.T. writing activity **(W, RL)**
7. Character Poster Charts **(RL, SL, W)**
8. *What's My Name* DI activity **(SL, W, RL)**
9. Read *A Question of Innocence* article and complete vocab, main idea, and relation to novel activity **(RI)**
10. Read article about Amelia Earhart and compare her feminist views and to those of Charlotte Doyle **(RI)**
11. Construction of character wheels and theme wheels for characterization and themes to aid in the comparison and contrast assignments to follow (essays and performance tasks) **(W, RL)**

Above Level

1. Reading quiz to test comprehension **(RL)**
2. Vocabulary **(WL)**
3. Homework **(W)**
4. Note taking utilizing CLOSE reading strategies **(W, L)**
5. Q & A (formal and informal) **(SL,L)**

6. Oral Summarizing and paraphrasing **(SL, L)**
7. Compare and Contrast Essay (Formative Assessment) paragraph forms, transitions, evidence from the story such as quote and/or specific example to support a thesis. Apply these to the novel's characters. **(RL,L,W)**
8. Read articles that relate to the novel pertaining to view of woman in 19th century culture and compare to the present. **(RI)**
9. Read article about Amelia Earhart and compare her feminist views and to those of Charlotte Doyle **(RI)**
10. Students learn sentence patterns and reinforce phrases and clauses in their writing.**(W)**
11. Sentence variety in all essays and writing assignments based on completion of grammar in class **(WL)**
12. View film on the Clipper Ships that focuses on the role o a Captain on a merchant ship **(RI)**
13. Group work on novel's characters and their development and themes throughout the novel, which are then presented to the class for discussion, clarification, and augmentation.
14. Thoughtful questions about the novel.
Answer and provide as much support that you can.
 - a. How did the similarities between Captain Jaggery and Mr. Doyle affect Charlotte in the novel?
 - b. How is Charlotte a dynamic character related to the society of the 1800's?
 - c. Which character, charlotte or Jaggery experience the most change? How and why?
 - d. How is the theme appearance vs. reality shown in the novel?
 - e. How does Charlotte understand the world now after her voyage. Use support in your answer.
 - f. In the novel, how does a person's place in society affect obedience and individuality? Explain using support.
 - g. How do you think Charlotte's actions affected everyone's loves on board the ship?
 - h. If Charlotte had not interfered with the voyage, what would have happened whit the Captain and the crew?

Unit Five Title/ Topic (ABOVE level The Glass Castle): Conflict: *The journey of adolescence*

Unit Duration: 8 weeks

STAGE 1: DESIRED RESULTS

Established Goals:

New Jersey Student Learning Standards

Reading Literature

- [NJSLS.RL.8.1](#) Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [NJSLS.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [NJSLS.RL.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [NJSLS.RL.8.6](#). Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- [NJSLS.RL.8.7](#). Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

Writing

- [NJSLS.W.8.2](#). Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- [NJSLS.W.8.4](#). Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- [NJSLS.W.8.9](#). Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- [NJSLS.SL.8.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

Language

- [NJSLS.L.8.1](#). Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [NJSLS.L.8.2](#). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- [NJSLS.L.8.3](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening
- [NJSLS.L.8.4](#). Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies
- [NJSLS.L.8.5](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Transfer

Transfer Goal:

Students will be able to independently use their learning to study issues and conflicts in a societal context, so that in the long run they will be able to transfer this awareness to conflicts in their lives.

Meaning

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Events in an author’s life can influence literary works. • Personal struggles can play a large role in the person you eventually become.. • The growth of adolescents through literature. • Sometimes dangerous and difficult situations help us to grow and mature. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How does our environment (people and places) influence and affect us? • Why is it important for an author to write about their personal experiences? • How are struggles an important part of growth and maturity? • How can literature help people form opinions about society?
<p>Acquisition of Knowledge & Skills</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> • Societal times inherently possess some sociological accepted behaviors; • Beliefs and behaviors have changed through the years, culture and society; • Growing up and maturity may sometimes require a realization that past or accepted morals or tenets may not necessarily be the correct ones and that the individual in society needs adapt and change; 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze character development throughout a memoir; • Analyze a character's change in philosophy and beliefs based on his/her observations of others and the world around him/her – and that these observations may result in a change of heart and behavior even if it may oppose family and society; • Compare and contrast the implications when individuals choose to challenge societal norms. • Accurately annotate when reading in order to help develop an essay. • Write arguments to support claims with clear reasons and relevant evidence • Cite the evidence that supports an analysis of characters, setting and plot • Draw inferences from the text.
<p><i>Key Terms:</i> Memoir, symbolism,poverty, metaphor, simile, personification, hyperbole, irony, flashback, foreshadowing</p>	
<p>STAGE 2: ACCEPTABLE EVIDENCE</p>	
<p>Transfer Task</p>	
<p>Students will choose a literary analysis of their choice:</p> <p>In a five-paragraph essay, discuss how Jeannette Walls exemplifies the issues of poverty and chaos found within many American societies, and how the concept of how non-conformity conflicts with the norms of society through the eyes of Walls as both a child an an adult.</p> <p>Apply MLA format</p> <ul style="list-style-type: none"> -Font size 12 -Times New Roman -1 inch margins (default setting in Google Docs) -Double - space https://www.youtube.com/watch?v=L2hzRPLVSm4 -Include header (name, instructor’s name, course, date) -Title (center aligned) -Header (last name and page number in upper right corner) 	
<p>Other Evidence</p>	

1. View videos to preface the problem of homelessness and poverty in America:
<https://www.youtube.com/watch?v=L2hzRPLVSm4>
https://www.youtube.com/watch?v=AJMIO_Mj7HM
<https://www.youtube.com/watch?v=02DvnRGlltg>
2. Writing about Reading: Journals **(M/T)**
 - a. Students will gain a greater understanding of the memoir-writing genre.
 - b. Students will read pieces from *The Glass Castle* text.
 - c. Students will write their own memoir paragraph.
3. Reading of novel **(RL)**
 - a. Students will consider and articulate the attributes of a parent.
 - b. Students will work in groups to create a job description.
 - c. Students will create a design/floor plan for their ideal home.
 - d. Students will deepen their understanding of the symbolism of *The Glass Castle*.
 - e. Students will create personal mottos for a character and for themselves.
 - f. Questions to consider:
 - i. How would you define homelessness? What are some reasons that people become homeless?
 - ii. What are the attitudes of the various family members to their situation?
 - iii. What evidence is presented about how Walls's mother is or is not in touch with reality? What effect does her tenuous connection with the external world have for her children?
 - iv. In several of the places that the Walls family lives, they are clearly near the bottom level of the social strata of the community. What evidence do we get of this social stratification? How do the members of the family react to their social disadvantaging?
4. Reading quiz to test comprehension **(RL)**
5. Vocabulary **(WL)**
6. Homework **(W)**
7. Class Discussion **(SL, L, RL)**
8. Note taking using CLOSE reading strategies **(W, L)**
9. Q & A (formal and informal) **(SL,L)**
10. Oral Summarizing and paraphrasing **(SL, L)**
11. Completion of study guides and vocabulary building **(W)**
12. Tests/Quizzes to test comprehension **(W)**

STAGE 1: DESIRED RESULTS**Established Goals:**

New Jersey Student Learning Standards (NJSLs):

Reading Literature

- [NJSLs.RL.8.1](#) Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [NJSLs.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [NJSLs.RL.8.3](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- [NJSLs.RL.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [NJSLs.RL.8.5](#) Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- [NJSLs.RL.8.6](#) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- [NJSLs.RL.8.7](#) Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- [NJSLs.RL.8.9](#) Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- [NJSLs.RL.8.10](#) By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

Writing

- [NJSLs.W.8.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. Introduce a topic 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).
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-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 that follows from and supports the information or explanation presented.
- [NJSLs.W.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.
- **NJSLS.W.8.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **NJSLS.W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Speaking & Listening

- **NJSLS.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 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.

Language

- **NJSLS.L.8.1** Demonstrate command of the conventions of standard English grammar and usage 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.*
- **NJSLS.L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - B. Use an ellipsis to indicate an omission.
 - C. Spell correctly.
- **NJSLS.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - C. 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.
 - D. 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).
- **NJSLS.L.8.5** 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

- **NJSLS.L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to analyze Greek mythology, so that in the long run they understand how Greek Mythology affected their social values (i.e. pride, jealousy, beauty, parent – child relationships etc.), and how the past has influenced current social values and mores.

Meaning

Enduring Understandings

Students will understand that:

- Mythology addresses universal needs, motivations, and fears of human nature which transcend cultural and historical eras.
- The past influences the present Myths are told to influence people's behavior, and explain natural phenomena.
- There are many types of heroes.

Essential Questions

- Why do people blindly accept society's belief and practices?
- How do you mature to become independent and self-aware?
- How do conflicts in historical fiction transfer to contemporary conflicts?

Acquisition of Knowledge & Skills

Students will know:

- A variety of Greek Myths and their functions
- That there exists types of myths including the hierarchy of the gods, nature myths, and life guiding myths
- Virtues that Greeks valued
- Knowledge of the hero journey-and qualities of the hero
- Archetypal patterns are a powerful way to link individual experience to universal experience.
- Myths are literary conventions
- Different cultures share similar myths
- Myths teach life truths
- Literature employ symbols, motifs and archetypes from mythology

Students will be able to:

- Define mythology
- Read and interpret Greek myths
- Find archetypes in Greek mythology
- Compare myths cross-culturally and find similarities
- Retell Greek myths
- Apply the Hero's Journey stages in novels and film
- Identify allusions to characters from Greek Mythology
- Identify common themes in myths from a variety of cultures

Key Terms

ON: creation myths, nature myths, life-guiding myths, chaos, Tartarus, hero journey stages, Hierarchy of Greek gods

ABOVE: archetypes, motifs, creation myths, cosmic egg, world parents, supreme being, watery abyss, life-guiding myths, chaos, Tartarus, Hero's journey stages, Sisyphus, Hierarchy of Greek gods, God-teacher

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

ON LEVEL:

Units 1-3:

- Discuss the theme of jealousy using three myths we have studied. Be sure to explain each answer fully, using background information from the myth.
- Explain four negative character personality traits that were punishable by the gods. (Exclude jealousy in this answer).
- Discuss three Greek moral codes or lessons that were implied by specific myths. Give background information from each myth. Discuss how each story taught this moral code.

Unit 4:

- Using Prezi, students will apply the stages of the hero journey to the story of "Theseus".

ABOVE LEVEL:

Unit 1: Creation Mythology and the God Teacher Myths (myths studied: Zeus, Prometheus, Pandora, Poseidon, Birth of Twins)

- **READ A NOVEL:** Having learned a comparative study of creation mythology, students are asked to read a novel of their choice that looks into the future cosmogony. (T)
 - **Read** your book of choice from the library selection or from the list provided. If you have other ideas, see me.
 - **While reading, take notes on the following: (A)**
 - Geographic characteristics/ Environment
 - Education
 - Population and population control
 - Social identity – what does the culture see as its purpose, what is this culture about?
 - Communications
 - Living conditions
 - Personality control or modifications
 - religion
 - Technology
 - Government
 - Other special features
 - **Create a brochure** of this future culture, civilization or world. Apply the above aspects of this civilization when they occur. You must include and **an anthem** (you must create this) for this world using the tune of "My Country Tis of Thee" (T)
 - **Format**
 - Trifold
 - Small margins all around 14"
 - Graphics no bigger than 2" by 2" and no more than 1 per page
 - Font size 11
 - Anthem on the last page on the trifold
 - **Cosmogony of the future:** A science fiction look at the future. A unit that takes a look at the possible mythology of the future: Utopia or Dystopia? (T)
 - **Read** your book of choice from the library selection or from the list provided. If you have other ideas, see me.

- Hand in **notes** for credit
- Create an **Animodo** for your novel.
- **Write an essay** explaining what current elements in our society might have spurred the creation of characteristics in the futuristic cosmogony you have read. These present elements should be researched for detail and support. Cite these with footnotes and works cited.
 - Question to think about: What is present in our society that is a forecast or predictor for what you read in your futuristic society?

Books that H.B. Whitehorse does not have. You can find these at Barnes & Noble or Borders.

- Timelock / David Klass
Jack discovers that the only way to protect the Earth from ecological disaster at the hands of the Dark Army is to lock time, and he must choose between staying in the present or returning to the future world from which he came.
- So this is how it ends / Tui T. Sutherland
During an earthquake in the year 2012 five teens are transported seventy-five years into the future, where the end of the world is imminent, and are drawn together by a mysterious force.
- Firestorm / David Klass.
After learning that he has been sent from the future for a special purpose, eighteen-year-old Jack receives help from an unusual dog and a shape-shifting female fighter.
- 2095 / by Jon Scieszka ; illustrated by Lane Smith.
While on a field trip to New York's Museum of Natural History, Joe, Sam, and Fred travel one hundred years into the future, where they encounter robots, anti-gravity disks, and their own grandchildren.
- Metatropolis : original stories / edited by John Scalzi.
"...METAtropolis is the brainchild of five of science fiction's hottest writers...who combined their talents to build a new urban future and then wrote their own stories in this collectively-constructed world. The results are individual glimpses of a shared vision..."
- Leaving simplicity / Claire Carmichael.
In a near future dominated by advertising, Taylor and her parents take in her cousin Barrett, who was raised in Simplicity, a place deliberately kept apart from the outside world, so Barrett's untouched mind is valuable and the cousins soon find themselves in danger.
- Hole in the sky / Pete Hautman.
In a future world ravaged by a mutant virus, sixteen-year-old Ceej and three other teenagers seek to save the Grand Canyon from being flooded, while trying to avoid capture by a band of renegade Survivors.
- The seer / by David Stahler Jr.
Raised in a futuristic frontier world colony where blindness is the genetically engineered hallmark of every citizen, thirteen-year-old Jacob is stricken with sight and must find his way to the city of the Seers, where he hopes to reconnect with a girl from his past.
- Sharp north / Patrick Cave.
In a futuristic world, Great Families rule Britain through a caste system where reproduction is seriously restricted, while the families keep illegal clones or "spares" of themselves.
- Fahrenheit 451 / Ray Bradbury. Set in the 24th century, [Fahrenheit 451](#) tells the story of the protagonist, [Guy Montag](#). At first, Montag takes pleasure in his profession as a fireman, burning illegally owned books and the homes of their owners. However, Montag soon begins to question the value of his profession and, in turn, his life.

- *We* / Yevgeny Zamyatin. Famed mathematician and rocket designer D-503 keeps a diary to convince people on other planets to accept the United State way of life. He and fellow Numbers live by a rigid Table of Hours. A glass Green Wall keeps the City separate from nature, and covert Guardians and the Operation Department with its dreaded Gas Bell protect society from dangerous people. Criminals are publicly executed by the Well-Doer's Machine.
- *River rats* / Caroline Stevermer. Nearly twenty years after the holocaust called the Flash has destroyed modern civilization, Tomcat and a group of other orphans face danger as they steer an old steamboat over the toxic waters of the Mississippi River.
- *Anthem*/Ayn Rand. In a future world, only one man dares to think, strive, and love as an individual in the midst of a paralyzing collective humanity.

Units 1-3:

- Discuss three Greek moral codes or lessons that were implied by specific myths. Give background information from each myth. Discuss how each story taught this moral code.
- **Individual Project:** student will create a throne for the god/goddess of their choice. (T)

Unit 4: Hero Journey: After a study of the Hero Journey stages students may create the following projects demonstrating their understanding of the Greek heroes and their individual journey

- **Individual projects list-Hero as Archetype (T)**
 - **Vase:** Create A Grecian vase that tells the story of the hero's journey. An Artistic depiction will be drawn on the bottle or vase. Research the history of the Grecian urn to present to class and then write a ballad or song or poem that tells his story.
 - **Coat of arms on a shield:** Editorials reflecting a positive and negative view of the hero will be written. What characteristics will you isolate and what support will you use for both of these articles? Who will the personas of the writers be? Why would they hold this opinion of your hero? Don't forget support.
 - **Powerpoint/Google Slide:** Using the information from "Life's a Great Adventure" trace our hero's journey through each step that is outlined. Integrate a definition of each passage and indicate how your hero fulfill that step in the process.
 - **Create a crown with symbols:** Write a campaign speech persuading the country that your hero should be become king. Character traits and strengths, events should be used to support are necessary for this speech.
 - **Read a Contemporary Novel.** Students are to learn the stages of the Hero journey as outlined by Joseph Campbell and apply to a contemporary novel of their choice from the library selection. (M, T)

Unit 4: Additional Transfer Tasks for On or Above level

Individual projects list Hero as Archetype (Mastery)

- **Create a Resume for a Hero:** Create a resume for a typical Greek "hero". Be sure to include character traits and previous activities proving your hero status.
- **Amulet:** Create charms that contains items or abstracts that the hero needs in order to fulfill his particular task. Some questions to consider: What did the Greeks consider to be important? Why would the hero need these things in order to fulfill his task? Write in the point of view of the Mentor in a sarcastic attitude.

Other Evidence

Above Level:

- Tests/Quizzes on reading (RL)
- Homework (W)
- Note-taking (W, L)
- Q & A (formal and informal) (SL, L)

English Grade Eight On/Above

- Oral summarizing and paraphrasing **(SL, L)**
- Essays **(RL, L, W)**
 - Discuss the theme of jealousy using three myths we have studied. Be sure to explain each answer fully, using background information from the myth.
 - Explain four negative character personality traits that were punishable by the gods. Greek mythology. Exclude jealousy in this answer.
 - Discuss three Greek moral codes or lessons that were implied by specific myths. Give background information from each myth. Discuss how each story taught this moral code.
- Students learn variety of sentence patterns by practicing sentence writing using the vocabulary of the new units and the application of the grammar learned- specifically beginning with prepositional phrases, transitional expressions, infinitive phrases, gerund phrases, participial phrases, and adjective, adverb, and noun clauses **(W, L)**
- Students will be required to use sentence variety in all essays and writing assignments. **(W, L)**
- Students are presented with packets to learn and practice prepositional phrases, transitional expression, infinitive phrases, gerund phrase, and participial phrases and clauses **(W, L)**
- Students are tested on the clause unit **(W, L)**

On Level:

1. Class Discussion **(RL, L)**
2. Note-taking **(W)**
3. Journals **(W)**
4. Essays **(RL, L, W)**
 - Discuss the theme of jealousy using three myths we have studied. Be sure to explain each answer fully, using background information from the myth.
 - Explain four negative character personality traits that were punishable by the gods. Greek mythology. Exclude jealousy in this answer.
 - Discuss three Greek moral codes or lessons that were implied by specific myths. Give background information from each myth. Discuss how each story taught this moral code.
5. Study Guides
6. Quizzes and Tests **(RL, L)**
7. Identify the common threads in cross cultural creation mythology **(RL,L)**:
 - View the video “**Big Myth**”
 - View excerpts of Joseph Campbell’ s videos
 - Use the provided study guides for comprehension
 - Create a collage or mural of creation
 - View video on *Mythology in Literary Culture*
 - View *Percy Jackson and the Lightning Thief*

Progression of Writing Skills (Grade 5-8)

I = Introduced	D = Developing	M= Mastery
----------------	----------------	------------

Skills by Grade Level	5	6	7	8	9
Opinion (5th Grade Only)					
Introduce Thesis/Claim (3 Reasons)	M				
Organizational Structure - 5 paragraphs	M				
Provide Logical Reasons Supported by Facts and Details	M				
Transitional Word/Phrases/Clauses	M				
Provide a Concluding Paragraph	M				
Argumentative (Grades 6-8)					
Introduce Claim/s		D	D	M	
Acknowledge Opposing Claim		I	M		
Distinguish Claim from Opposing Claim		I	D	M	
Support Claim w/Logical Reasoning		D	D	M	
Use Relevant Evidence		D	D	M	
Use Credible Sources		I	D	M	
Argumentative Terminology					
- <i>Qualifiers</i>				I	
- <i>Transitional Words/Phrases</i>		D	D	M	

- <i>Techniques (Repetition, Sarcasm, Anecdotes, Bandwagon/Propaganda, Survey/Statistics, Expert Testimony, Predicting Results, Sets a Precedent)</i>		I	D	D	
- <i>Call to Action</i>		I	D	M	
Maintain a Formal Style		I	D	M	
Provide a Concluding Paragraph	D	D	D	M	
Skills by Grade Level	5	6	7	8	9
<i>Narrative</i>					
Exposition - Time/Place	I		D	M	
Exposition - Introduce Character/s	I		D	M	
Exposition - Develop a Conflict (internal or external)	I		D	M	
Exposition - Point of View		I	D	M	
Rising Action - Sequence of Events					
- Chronological	I				
- Narrative Time Shifts (Flashback/Flashforward)		I	D	M	
Climax - Turning Point is Clear		I	D	M	
Falling Action - Loose Ends are Tied Up		I	D	M	
Resolution - Whether or not the conflict/situation is resolved	I	D	D	M	
Narrative Technique					
• Dialogue	I	D	D	M	
• Sensory Details	I	D	D	M	
• Figurative Language	I	D	D	M	

English Grade Eight On/Above

• Pacing		I	D	M	
• Direct/Indirect Characterization		I	D	M	
• Theme Stated/Implied		I	D	D	
• Transition Words/Phrases		I	D	M	
• Mood/Tone				I	
Skill by Grade Level	5	6	7	8	9
<i>Informative/Explanatory (Literary Analysis)</i>					
Introduction					
• Hook/General Statement	I	D	M		
• Summary/Background Information	I	D	D	M	
• Thesis/Claim about the Literature <ul style="list-style-type: none"> ○ List Reasons ○ Thesis w/o Reasons 	I	D	D	D	
Body Paragraphs					
• Topic Sentence beginning w/ Transition	I	D	M	M	
• Background Information	I	D	D	M	
• Evidence	I	D	D	M	
• Analysis of the Evidence	I	D	D	M	
• Cohesive Closing Sentence	I	D	D	M	
Closing					
• Restate Thesis in New Words	I	D	D	M	
• Address Key Points (no NEW information)	I	D	D	M	

English Grade Eight On/Above

<ul style="list-style-type: none"> Concluding Sentence - Essay Comes Full Circle 	I	D	D	D	
Maintains Formal Style					
<ul style="list-style-type: none"> Maintains 3rd Person POV 	I	D	D	M	
Skill by Grade Level	5	6	7	8	9
<i>Writing about Reading (Open Ended Response)</i>					
Restate the question	D	M			
Answer all parts	I	D	D	M	
Cite evidence	I	D	D	M	
Explain/Commentary	I	D	D	M	
Sum it up	I	D	D	M	
Skills by Grade Level	5	6	7	8	9
<i>Production of Writing</i>					
Prewriting	D	D	D	D	
Revising	D	D	D	D	
Editing	D	D	D	D	
MLA <ul style="list-style-type: none"> Font size 12 Times New Roman 1 inch margins (default setting in Google Docs) Double - space Include header (name, instructor's name, course, date) Title (center aligned) Header (last name and page number in upper right corner) In-text citation/parenthetical citation Works Cited (research tasks) 		I	I	D	

English Grade Eight On/Above

Skill by Grade Level	5	6	7	8	9
Grammar/Language					
<i>Quotation Use - Citations</i>		I		D	
<i>Quotation Use - Dialogue</i>	I	D		D	
<i>Prepositional Phrases</i>				M	
<i>Participles</i>				I	
<i>Participial Phrases</i>				I	
<i>Misplaced Modifiers</i>				I	
<i>Dangling Modifiers</i>				I	
<i>Gerunds</i>				I	
<i>Adjective Clauses</i>				I	
<i>Infinitives</i>				I	
<i>Verbs in Active and Passive Voice in the conditional and subjunctive mood</i>				I	
<i>Adverb Clauses</i>				I	
<i>Compound Sentences</i>		I	M		
<i>Complex Sentences</i>		I	D	M	
<i>Noun Clauses</i>				I	
Parts of Speech					
Nouns	M				

English Grade Eight On/Above

Verbs	M				
Adjectives	M				
Adverbs	I	M			
Conjunctions	I	M			
Prepositions	I	D		M	
Interjections	I	M			
Pronouns	I	D		M	