

East Newark Public School
English Language Arts Curriculum
Grade 8



Equity Statement:

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Introduction/Philosophy:

The balance of the curriculum is to incorporate short stories and nonfiction texts related to the subject matter, be it in the form of news articles, primary source readings, or biographical information. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers.

Best Practices:

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

Amistad Commission and Holocaust Education:

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this eighth grade course.

Grade 8 Scope and Sequence:

Unit	Estimated Pacing
The Thrill of Horror	8 weeks
Places We Call Home	8 weeks
The Fight for Freedom	8 weeks
Finding Your Path	8 weeks
The Legacy of Anne Frank	8 weeks

Marking Period	Unit Title	Recommended Instructional Days
1	The Thrill of Horror	8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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. ● RL.8.10: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. ● 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. ● 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. ● 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. ● RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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.8.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. ● 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). ● 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. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. Why do we sometimes like to feel frightened? <p>Activity Description:</p> <ul style="list-style-type: none"> ● What is the Horror Genre? ● The Tell-Tale Heart ● The Monkey’s Paw ● Hades: Lord of the Dead ● Novel Study: <i>Miss Peregrine’s Home For Peculiar Children</i> or <i>The Invisible Man</i> ● Write A Literary Analysis <ul style="list-style-type: none"> ● Reading: Analyze Literary Criticism ● Reading: Paraphrase and Summarize Text ● Reading: Analyze Point of View ● Reading: Analyze Suspense ● Reading: Analyze Themes ● Reading: Analyze Foreshadowing ● Reading: Analyze Film ● Reading: Compare Versions ● Reading: Analyze Epic Poetry ● Reading: Analyze an Adaptation ● Research: Create a Character Profile ● Research: Masters of Horror ● Writing: Write a Letter ● Writing: Rewrite a Scene ● Writing: Personal Response ● Writing: Film Review

<p>each text contributes to its meaning and style.</p> <ul style="list-style-type: none"> ● 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. ● 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. ● 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. 		<ul style="list-style-type: none"> ● Writing: Address Task, Purpose, and Audience ● Writing: Plan, Revise, and Edit ● Writing: Gather Relevant Evidence ● Writing: Use Evidence to Support Ideas ● Media: Find the Tell-Tale Heart ● Media: Create a Storyboard ● Speaking & Listening: Discuss with a Small Group ● Speaking & Listening: Dramatize a Scene ● Speaking & Listening: Share and Discuss Ideas ● Social & Emotional Learning: Your Wish Is My Command ● Social & Emotional Learning: Plan an Adaptation ● Vocabulary: Use Suffixes ● Vocabulary: Use a Dictionary ● Vocabulary: Latin Roots ● Grammar: Subjunctive Mood ● Grammar: Commas ● Grammar: Dashes <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Other -</p> <ul style="list-style-type: none"> ● Math Connections: Calculate Equivalent Values ● Disabilities: Cognitive Disabilities
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● W.8.1: Write arguments to support claims with clear reasons and relevant evidence. ● 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. ● 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. ● W.8.2.A: Introduce a topic and organize ideas, concepts, and information, using 	

<p>knowledge or to compare the approaches the authors take.</p> <ul style="list-style-type: none"> ● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <ul style="list-style-type: none"> ● W.8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● W.8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● W.8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented. ● W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● W.8.3.B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● W.8.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. ● 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. ● W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating 	
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	<p>additional related, focused questions that allow for multiple avenues of exploration.</p> <ul style="list-style-type: none"> ● 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. 	
Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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. ● SL.8.1.C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ● SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. ● SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● L.8.1.C: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ● L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.8.2.A: Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ● L.8.3.A: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). ● L.8.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ● L.8.4.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. 	
Social and Emotional Learning:	Social and Emotional Learning:	

<i>Competencies</i>		<i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 		<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> ● Teacher Observation ● Comprehension Quizzes ● Participation in class discussions/debates ● Exit tickets ● Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide ● IXL results 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● i-Ready results ● Student writing samples <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Unit Test 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● HMH Into Literature National G8 - Unit 2 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Modified/leveled readings from HMH Into Literature National G8 - Unit 2 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Translated readings from HMH Into Literature National G8 - Unit 2 ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● HMH Into Literature National G8 - Unit 2 ● Teacher created reading guides and presentations ● Higher Lexile Level texts/articles

Supplemental Resources

Technology:

- Chromebooks
- SmartBoard
- IXL
- NewsELA
- Readworks
- Reading A-Z
- BrainPop
- Kahoot
- Applicable educational videos

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> ● Utilize visual supports and graphic organizers ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Device used for translation purposes 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student-led research ● Use of higher leveled text and/or writing assignments

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<i>Core Ideas:</i>	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. ● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

	Career Readiness, Life Literacies, & Key Skills Practices
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.

Marking Period	Unit Title	Recommended Instructional Days
1-2	Places We Call Home	8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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. ● RL.8.10: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. ● 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. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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.8.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. ● 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.8.4: Determine the meaning of words and phrases as they are used in a 	<p><u>Essential Question/s:</u></p> <ol style="list-style-type: none"> 1. What are the places that shape who you are? <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> ● from The Book of Unknown Americans ● My Favorite Chaperone ● New Immigrants Share Their Stores ● A Common Bond ● Novel Study: <i>Enrique's Journey</i> OR <i>Inside Out and Back Again</i> ● Write A Short Story <ul style="list-style-type: none"> ● Reading: Analyze Plot ● Reading: Analyze Themes ● Reading: Analyze Character

<ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● 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. 	<p>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.</p> <ul style="list-style-type: none"> ● 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. ● 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.8.9: 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. 	<ul style="list-style-type: none"> ● Reading: Evaluate a Documentary ● Reading: Analyze Text Elements ● Reading: Compare Purposes ● Writing: Write a Letter ● Writing: Get Inside a Character’s Head ● Writing: Summarize a Story ● Writing: Produce Clear and Coherent Writing ● Writing: Plan, Revise, and Edit ● Writing: Use Technology ● Writing: Address Task, Purpose, and Audience ● Social & Emotional Learning: Discuss with a Small Group ● Research: Kazakh Culture ● Media: Create a Collage ● Speaking & Listening: Perform a Scene ● Vocabulary: Use a Dictionary ● Vocabulary: Context Clues ● Vocabulary: Multiple-Meaning Words ● Grammar: Semicolons, Colons, and Parentheses ● Grammar: Imperative Mood ● Grammar: Ellipses ● Grammar: Use Dashes and Ellipses <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Other -</p> <ul style="list-style-type: none"> ● Social Studies Connections: Discuss Government Oppression; Research Languages, AAPI, Immigration ● Visual and Performing Arts: Research Kazakh Folk Art
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● W.8.1: Write arguments to support claims with clear reasons and relevant evidence. ● 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. ● W.8.2: Write informative/explanatory texts to examine a topic and convey 	

<ul style="list-style-type: none"> ● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> ● W.8.3.B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● W.8.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. ● 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. ● 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. ● W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Speaking and Listening Strand:	Language Strand:	
Progress Indicator: <ul style="list-style-type: none"> ● 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 Indicator: <ul style="list-style-type: none"> ● L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.8.1.C: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. 	

<ul style="list-style-type: none"> ● SL.8.1.C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ● SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. ● SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ● 	<ul style="list-style-type: none"> ● L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.8.2.A: Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ● L.8.2.B: Use an ellipsis to indicate an omission. ● 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. ● L.8.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.8.4.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. ● L.8.4.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). ● L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● L.8.5.A: Interpret figures of speech (e.g., verbal irony, puns) in context. 	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior 	

	<ul style="list-style-type: none"> ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> ● Teacher Observation ● Comprehension Quizzes ● Participation in class discussions/debates ● Exit tickets ● Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide ● IXL results 		Benchmarks: <ul style="list-style-type: none"> ● i-Ready results ● Student writing samples Summative Assessments: <ul style="list-style-type: none"> ● Unit Test 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● HMH Into Literature National G8 - Unit 3 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Modified/leveled readings from HMH Into Literature National G8 - Unit 3 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Translated readings from HMH Into Literature National G8 - Unit 3 ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● HMH Into Literature National G8 - Unit 3 ● Teacher created reading guides and presentations ● Higher Lexile Level texts/articles
Supplemental Resources			
Technology: <ul style="list-style-type: none"> ● Chromebooks ● SmartBoard ● IXL ● NewsELA ● Readworks ● Reading A-Z 			

- BrainPop
- Kahoot
- Applicable educational videos

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> • Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> • Utilize visual supports and graphic organizers • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Device used for translation purposes 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student-led research • Use of higher leveled text and/or writing assignments

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
	Performance Expectation/s:	<ul style="list-style-type: none"> • 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> • Act as a responsible and contributing community members and employee. • Attend to financial well-being. • Consider the environmental, social and economic impacts of decisions. • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. 	

	<ul style="list-style-type: none"> ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.
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Marking Period	Unit Title	Recommended Instructional Days
2-3	The Fight for Freedom	8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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. ● RL.8.10: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. ● 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. ● 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. ● RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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.8.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. ● 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). ● 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 	<p><u>Essential Question/s:</u></p> <ol style="list-style-type: none"> 1. What will people risk to be free? <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> ● from Narrative of the Life of Frederick Douglass ● The Drummer Boy of Shiloh ● Harriet Tubman: Conductor on the Underground Railroad ● Not My Bones ● from Fortune’s Bones ● Novel Study: <i>Roll of Thunder; Hear My Cry</i> OR <i>March Forward, Girl</i> ● Write a Research Report <ul style="list-style-type: none"> ● Reading: Analyze Autobiography ● Reading: Analyze Structure ● Reading: Analyze Setting ● Reading: Analyze Literary Devices ● Reading: Analyze Biography ● Reading: Analyze Word Choice ● Reading: Analyze Figurative Language ● Reading: Analyze Chronological Structure

<p>impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <ul style="list-style-type: none"> ● 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. ● 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. 	<p>meaning and tone, including analogies or allusions to other texts.</p> <ul style="list-style-type: none"> ● 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. ● 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. 	<ul style="list-style-type: none"> ● Reading: Compare Treatments ● Writing: Write a Speech ● Writing: Write a Letter ● Writing: Literary Analysis ● Writing: Write Informative/Explanatory Text ● Writing: Address Task, Purpose, and Audience ● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting ● Writing: Gather Information from Multiple Sources ● Writing: Conduct Short Research Projects ● Writing: Draw Evidence from Informational Texts ● Social & Emotional Learning: Discuss with a Small Group ● Social & Emotional Learning: Research the Battle of Shiloh ● Speaking & Listening: Express Ideas Visually ● Media: Create a Graphic Adaptation ● Media: Dramatize a Scene ● Media: Recite a Poem ● Research: Create a Timeline ● Vocabulary: Connotation and Denotation ● Vocabulary: Interpret Figures of Speech ● Vocabulary: Latin Roots ● Grammar: Indicative Mood ● Grammar: Infinitives and Infinitive Phrases ● Grammar: Use Verb Moods <p>Interdisciplinary Connections: Content: ;NJSL#:</p> <p>Technology -</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Other -</p> <ul style="list-style-type: none"> ● Social Studies Connections: Discuss Slave Narratives; Research and Create a Local History Narrative ● Visual and Performing Arts: Explore Spirituals
<p align="center">Companion Standards Subject:</p>	<p align="center">Writing Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R2. Determine central ideas or themes of a text and analyze their 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● W.8.1: Write arguments to support claims with clear reasons and relevant evidence. ● 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 	

<p>development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> ● NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. ● NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> ● 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. ● 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). ● W.8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples ● W.8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● W.8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented. ● W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● W.8.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. ● 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 	
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	<p>as to interact and collaborate with others.</p> <ul style="list-style-type: none"> ● 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. ● 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. ● W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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. ● SL.8.1.C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ● SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. ● SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● L.8.1.A: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ● L.8.1.C: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ● L.8.3.A: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). ● L.8.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.8.4.B: Use common, grade-appropriate Greek or Latin affixes 	

<p>relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> ● SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<p>and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <ul style="list-style-type: none"> ● L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● L.8.5.A: Interpret figures of speech (e.g., verbal irony, puns) in context. ● L.8.5.C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). ● 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. 	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observation 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● i-Ready results

<ul style="list-style-type: none"> • Comprehension Quizzes • Participation in class discussions/debates • Exit tickets • Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide • IXL results 	<ul style="list-style-type: none"> • Student writing samples <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Test
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • HMH Into Literature National G8 - Unit 4 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Modified/leveled readings from HMH Into Literature National G8 - Unit 4 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Translated readings from HMH Into Literature National G8 - Unit 4 • Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> • HMH Into Literature National G8 - Unit 4 • Teacher created reading guides and presentations • Higher Lexile Level texts/articles

Supplemental Resources

Technology:

- Chromebooks
- SmartBoard
- IXL
- NewsELA
- Readworks
- Reading A-Z
- BrainPop
- Kahoot
- Applicable educational videos

**Differentiated Student Access to Content:
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> • Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. 	<ul style="list-style-type: none"> • Utilize visual supports and graphic organizers • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations.

	<ul style="list-style-type: none"> • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Extended time for revisions or opportunity to identify and develop areas of personal interest 	<p>talk during whole class and small group discussions</p> <ul style="list-style-type: none"> • Device used for translation purposes 	<ul style="list-style-type: none"> • Modeling or independent student-led research • Use of higher leveled text and/or writing assignments
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<i>Core Ideas:</i>	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> • Act as a responsible and contributing community members and employee. • Attend to financial well-being. • Consider the environmental, social and economic impacts of decisions. • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. • Model integrity, ethical leadership and effective management • Plan education and career paths aligned to personal goals. • Use technology to enhance productivity increase collaboration and communicate effectively. • Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
3-4	Finding Your Path	8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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. ● RL.8.10: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. ● 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. ● 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. ● 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. ● 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. ● RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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.8.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. ● 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). ● 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 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. How do the challenges you face today help to shape your future? <p>Activity Description:</p> <ul style="list-style-type: none"> ● from Bronx Masquerade ● The Debt We Owe to the Adolescent Brain ● Hanging Fire ● Summer of His Fourteenth Year ● from It’s Complicated: The Social Lives of Networked Teens ● Outsmart Your Smartphone ● Novel Study: <i>The Outsiders</i>, <i>The Call of the Wild</i>, or <i>The House on Mango Street</i> ● Write an Argumentative/Explanatory Essay <ul style="list-style-type: none"> ● Reading: Analyze Perspectives ● Reading: Analyze Characterization ● Reading: Analyze Structure ● Reading: Analyze Author’s Purpose ● Reading: Compare Poetic Structure ● Reading: Compare Poems ● Reading: Analyze Claim and Evidence ● Reading: Identify Counterclaims ● Reading: Analyze Structure ● Reading: Analyze Rhetorical Devices ● Reading: Compare Arguments ● Writing: Write a Poem ● Writing: Literary Analysis ● Writing: Opinion Piece ● Writing: Email ● Writing: Write an Argument ● Writing: Address Task, Purpose, and Audience

<p>created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>responds to conflicting evidence or viewpoints.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting ● Writing: Gather Information from Multiple Sources ● Writing: Use Evidence to Support Ideas ● Speaking & Listening: Present a Poem ● Speaking & Listening: Dramatic Reading ● Speaking & Listening: Media Messages ● Social & Emotional Learning: Discuss as a Small Group ● Media: Create an Infographic ● Research: Technology Topics ● Vocabulary: Use Reference Materials ● Vocabulary: Use Context Clues ● Vocabulary: Word Families ● Grammar: Gerunds ● Grammar: Interrogative Mood ● Grammar: Parallel Structure
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	<p>Interdisciplinary Connections: Content: ;NJSLS#:</p>
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● W.8.1: Write arguments to support claims with clear reasons and relevant evidence. ● W.8.1.A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● W.8.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● W.8.1.E: Provide a concluding statement or section that follows from and supports the argument presented. ● ● 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. 	<p>Technology -</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Other-</p> <ul style="list-style-type: none"> ● Technology Connections: "It's Complicated: The Social Lives of Networked Teens" and "Outsmart Your Smart Phone" ● Historical Connections: "from Bronx Masquerade" - Harlem Renaissance ● Science Connections: "The Debt We Owe to the Adolescent Brain"

<ul style="list-style-type: none"> ● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> ● 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. ● W.8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● W.8.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. ● 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. ● 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. ● 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. 	
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	<ul style="list-style-type: none"> ● W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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. ● SL.8.1.C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ● SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. ● SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. ● SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ● SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.8.1.A: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ● L.8.1.B: Form and use verbs in the active and passive voice. ● L.8.1.C: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ● L.8.1.D: Recognize and correct inappropriate shifts in verb voice and mood. ● L.8.3.A: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). ● L.8.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.8.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ● L.8.4.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. 	

	<ul style="list-style-type: none"> ● L.8.4.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). ● L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● L.8.5.B: Use the relationship between particular words to better understand each of the words. 	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
Formative Assessments: <ul style="list-style-type: none"> ● Teacher Observation ● Comprehension Quizzes ● Participation in class discussions/debates ● Exit tickets ● Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide ● IXL results 		Benchmarks: <ul style="list-style-type: none"> ● i-Ready results ● Student writing samples Summative Assessments: <ul style="list-style-type: none"> ● Unit Test

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • HMH Into Literature National G8 - Unit 5 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Modified/leveled readings from HMH Into Literature National G8 - Unit 5 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Translated readings from HMH Into Literature National G8 - Unit 5 • Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> • HMH Into Literature National G8 - Unit 5 • Teacher created reading guides and presentations • Higher Lexile Level texts/articles
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Chromebooks • SmartBoard • IXL • NewsELA • Readworks • Reading A-Z • BrainPop • Kahoot • Applicable educational videos 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> • Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions 	<ul style="list-style-type: none"> • Utilize visual supports and graphic organizers • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Device used for translation purposes 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student-led research • Use of higher leveled text and/or writing assignments

	<ul style="list-style-type: none"> Extended time for revisions or opportunity to identify and develop areas of personal interest 		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	Core Ideas:	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 		

Marking Period	Unit Title	Recommended Instructional Days
4	The Legacy of Anne Frank	8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit
Progress Indicator:	Progress Indicator:	

<ul style="list-style-type: none"> ● 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. ● RL.8.10: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. ● 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. ● 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. ● 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. ● 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. ● 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. 	<ul style="list-style-type: none"> ● 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.8.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. ● 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.8.4: 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. ● 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. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. What can we learn from tragic events? <p>Activity Description:</p> <ul style="list-style-type: none"> ● The Diary of Anne Frank ● After Auschwitz ● There But for the Grace ● Days ● Novel Study: <i>Diary of a Young Girl</i>, <i>Number the Stars</i>, or <i>Night</i> ● Write a Personal Narrative <ul style="list-style-type: none"> ● Reading: Analyze Drama ● Reading: Analyze Appeals ● Reading: Analyze Rhetorical Devices ● Reading: Analyze Sound Devices ● Reading: Analyze Figurative Language ● Reading: Compare Poems ● Writing: Start Some Drama ● Writing: Create a Timeline ● Writing: Literary Analysis ● Writing: Write a Personal Narrative ● Writing: Use Transitions ● Writing: Use Narrative Techniques ● Writing: Plan, Revise, and Edit ● Speaking & Listening: Character Analysis ● Speaking & Listening: Recite a Poem ● Media: Make a Poster ● Media: Make a Poster ● Research: Pick a Poet ● Social & Emotional Learning: Dramatize a Relationship ● Social & Emotional Learning: Discuss with a Group ● Vocabulary: Use Prefixes ● Grammar: Capitalization <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly 	<p>Progress Indicator:</p>	

<p>and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> ● W.8.1: Write arguments to support claims with clear reasons and relevant evidence. ● 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. ● 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. ● W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● W.8.3.A: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ● W.8.3.B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● W.8.3.C: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. ● W.8.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● W.8.3.E: Provide a conclusion that follows from and reflects on the narrated experiences or events. ● W.8.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
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	<ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● 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. ● SL.8.1.C: Pose questions that connect the ideas of several speakers and respond to others' questions and 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.8.4.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. 	

<p>comments with relevant evidence, observations, and ideas.</p> <ul style="list-style-type: none"> ● SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. ● SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> ● L.8.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ● L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● 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. 	
<p>Social and Emotional Learning:</p> <p><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p><i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
<p>Assessments (Formative)</p> <p><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative)</p> <p><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Comprehension Quizzes ● Participation in class discussions/debates ● Exit tickets ● Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● i-Ready results ● Student writing samples <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Test 	

<ul style="list-style-type: none"> IXL results 			
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> HMH Into Literature National G8 - Unit 6 Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Modified/leveled readings from HMH Into Literature National G8 - Unit 6 Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Translated readings from HMH Into Literature National G8 - Unit 6 Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> HMH Into Literature National G8 - Unit 6 Teacher created reading guides and presentations Higher Lexile Level texts/articles
Supplemental Resources			
Technology: <ul style="list-style-type: none"> Chromebooks SmartBoard IXL NewsELA Readworks Reading A-Z BrainPop Kahoot Applicable educational videos 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments

	<ul style="list-style-type: none"> and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	Core Ideas:	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.	
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 		

New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>