

# English

## 8

**Prepared by:**

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*Superintendent of Schools:*

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## TITLE

### Course Description:

The Grade 8 Reading curriculum is taught alongside the Grade 8 Writing curriculum to give students a variety of reading and writing experiences, both in the teacher-led whole-class style and the more independent workshop style. The reading curriculum covers a broad range of texts from ancient to modern to classic American literature, and integrates both fiction and nonfiction throughout the year. Each text or set of texts is situated in a historical context and connects to the year-long essential question "What is the importance of community?", in order to give students a purpose for reading. In addition to the units below, students are given ongoing practice with vocabulary acquisition and grammar.

### Course Sequence:

Suggested Course Sequence:

Unit 1: Introduction to Story Elements and Greek Mythology (Sept.-Oct.)

Unit 2: Dystopian Literature and *The Giver* (Nov.-Dec.)

Unit 3: Research Project (Jan.-Feb.)

Unit 4: *Of Mice and Men* and The Great Depression (March-April)

Unit 5: "The Diary of Anne Frank" and the Holocaust (May-June)

**Pre-requisite:** English 7

**UNIT # 1****Overview****Content Area: Reading****Unit Title: Introduction to Literary Elements and Greek Mythology****Grade Level(s): 8**

**Core Ideas: In this unit, students will review parts of a plot, methods of character development, basic literary devices (simile, metaphor, personification, symbolism, and foreshadowing), and author's purpose. They will be introduced to the concept of theme. Examples will be taken from the 8th grade nonfiction and fiction summer reading choices. Students will then be introduced to the Greek pantheon and a variety of stories from Greek mythology. They will practice basic research and presentation skills by creating a Greek god poster. Students will also analyze and compare literary elements in myths, ultimately writing a literary analysis on a chosen theme.**

**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSL)**

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.8.2	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,
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.
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.
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.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence
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.8.4	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.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.8.4	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.
L8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L8.4	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.
L8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L8.6	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.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
9.4.8.TL.3	Select appropriate tools to organize and present information digitally
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
<b>Interdisciplinary Connection</b>	
Ancient World History	Ancient Greek culture, religion, and literature
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
Cross-Cultural Statement: LGBT	
Cross- Cultural Statements: AAPI	
<b>Unit Essential Question(s):</b>	<b>Unit Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>What makes a story worth reading?</li> <li>Why do some stories endure for centuries?</li> <li>How do themes help us discover the universal human condition?</li> <li>Why and how do we analyze literature?</li> </ul>	<ul style="list-style-type: none"> <li>Plot, characters, and theme all contribute to a story's effectiveness.</li> <li>Great stories share something relevant about our shared human experience.</li> <li>Analyzing literature helps us understand new perspectives and ideas in the world.</li> </ul>
<b>Evidence of Learning</b>	

**Formative Assessments:** Do Now; informal written responses; notes; exit tickets; oral responses; research log; essay outline and drafts

**Summative/Benchmark Assessment(s):** Quizzes; unit test; Greek god poster; literary analysis on myths

**Alternative Assessments:**

**Resources/Materials:**

Text: Echoes from Mount Olympus (published by Perfection Learning)

Texts for study of theme:

“Fish Cheeks”

<https://www.ncps-k12.org/cms/lib8/CT01903077/Centricity/Domain/638/LA/Short%20Story%20-%20Fish%20Cheeks.pdf>

“I Invite My Parents to a Dinner Party”

<https://poets.org/poem/i-invite-my-parents-dinner-party>

Hero stories: <http://www.mythweb.com/heroes/heroes.html>

Research Resources: <https://greekgodsandgoddesses.net/>  
[http://ancientgreece.co.uk/gods/home\\_set.html](http://ancientgreece.co.uk/gods/home_set.html)

**Key Vocabulary:** Plot, Exposition, Rising Action, Climax, Falling Action, Resolution, Theme, Symbolism, Metaphor, Characterization, Personification, Foreshadowing, Point of View, Mood, Tone

### Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is a story?	Identify and define the parts of a plot. Define methods of characterization.	Students use summer reading text(s) to identify and explain each part of its plot, as well as describe character traits. Students use note templates and writing responses to connect text to current events.	3 periods
Introduction to theme	Define theme and thematic statement. Explain common themes in literature. Identify the theme of texts.	Read and discuss a short story and poem to identify themes. Compare and contrast the use of theme in each text through notes and short written responses.	2 periods
Greek gods investigation	Explain the importance of various gods in Greek mythology. Research characteristics and history behind chosen god or goddess using online sources.	Students take notes on their chosen figure using outline. Create a digital poster that displays important characteristics and traits of the god or goddess using Google Drawing. Present the poster to full class.	3 periods for research 1 period to present
Reading Greek myths	Identify parts of a plot, methods of characterization, literary devices, and author's purpose within Greek myths.	Read texts of varying difficulties with and without scaffolding. Take notes on reading using an effective note-taking strategy. Discuss texts in both small group and whole class discussion format.	10 periods; 1-2 periods per myth
Literary analysis overview	Identify elements of strong literary analysis.	Read sample analysis paragraphs and outline the construction of each. Discuss the creation of strong literary analysis, including elements it should contain or avoid.	1 period
Writing a claim	Evaluate various literary claims and statements.	Write a claim that compares a literary feature of 2-3 texts.	1 period

		Create a thesis statement for analysis.	
MLA formatting	Write citations using proper MLA formatting.	Students use MLA templates and online tools to create citations for various Greek myths.	1 period
Finding text evidence	Analyze content of chosen texts to find supporting evidence.	Students select direct text evidence that supports their literary analysis claim.	1 period
Writing body paragraphs	Write an analysis comparing a literary element (character, theme, purpose, literary device) from 2-3 Greek myths.	Students write body paragraphs of essay using proper paragraph structure, including topic sentences and embedded quotes.	2-3 periods
Introduction and conclusion	Write an engaging introduction and a cohesive conclusion for an essay.	Students follow templates and examples to create their introduction and conclusion paragraphs in literary analysis essays.	2 periods
<b>Teacher Notes:</b>			
<b>Additional Resources:</b>			
<b>Differentiation/Modification Strategies</b>			
<b>Students with Disabilities</b>		<b>English Language Learners</b>	
<ul style="list-style-type: none"> <li>● Assign texts appropriate to reading level</li> <li>● Provide templates for notes, research, and essays</li> <li>● Allow errors</li> <li>● Allow extended time to complete work</li> <li>● Consult with case managers and follow IEP accommodations/modifications.</li> </ul>		<ul style="list-style-type: none"> <li>● Consult student ELL Plan</li> <li>● Assign texts in native language</li> <li>● Assign a buddy</li> <li>● Allow extended time to complete work</li> <li>● Provide templates for notes, research, and essays</li> </ul>	
<b>Gifted &amp; Talented Students</b>		<b>Students at Risk</b>	
<ul style="list-style-type: none"> <li>● Consult with G and T teacher</li> <li>● Assign challenging texts</li> <li>● Provide extension activities based on interests</li> </ul>		<ul style="list-style-type: none"> <li>● Consult with I &amp;RS as needed</li> <li>● Assign high interest texts</li> <li>● Allow extended time to complete work</li> <li>● Provide templates for notes, research, and essays</li> <li>● Consult with guidance counselors and follow I&amp;RS</li> <li>● Provide rewards as necessary</li> </ul>	
<b>504 Students</b>		<b>Other:</b>	
<ul style="list-style-type: none"> <li>● Consult 504 Plan</li> </ul>			

**UNIT # 2****Overview****Content Area: Reading****Unit Title: Dystopian Literature and *The Giver*****Grade Level(s): 8**

**Core Ideas: In this unit, students will be introduced to the genre of dystopian literature. They will identify characteristics of the genre, and then read dystopian short stories, as well as the dystopian novel, *The Giver*. They will apply their knowledge of story elements from unit 1 to their notes and group discussions on the novel. This unit will also include a narrative writing unit where students will produce a continuation to a science fiction or dystopian short story.**

**Standards (Content and Technology)**

<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
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.8.2	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.
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
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
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.8.4	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.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence
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.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.8.4	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.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.8.5	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.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
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
8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development.
<b>Interdisciplinary Connection</b>	
Science	Environment and Pollution
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	

Cross Cultural Statement: Disabilities			
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What is the role of the individual within the society in our culture? In the culture of The Giver?</li> <li>• Whose needs are more important - the individual's or society's?</li> <li>• Why do we read and analyze dystopian fiction?</li> <li>• How do we discuss literature productively?</li> </ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• There must be a balance between the needs to the individual and the society for a culture to flourish.</li> <li>• Dystopian fiction magnifies aspects of our society and helps us understand society and human nature.</li> <li>• Productive literary discussions involve open-ended questions that allow for multiple points of view and are grounded in specific textual examples.</li> </ul>	
Evidence of Learning			
<b>Formative Assessments:</b> Do Now; informal written responses; chapter notes; comprehension questions; informal group discussions; exit tickets <b>Summative/Benchmark Assessment(s):</b> Chapter quizzes; unit test with essay component; formal group discussions; short story continuation using narrative & dystopian elements <b>Alternative Assessments:</b>			
<b>Resources/Materials:</b> Text: The Giver by Lois Lowry  Nonfiction Reading: "Introduction to Dystopia" by Shelby Ostergaard ( <a href="https://www.commonlit.org/en/texts/someone-might-be-watching-a-n-introduction-to-dystopian-fiction">https://www.commonlit.org/en/texts/someone-might-be-watching-a-n-introduction-to-dystopian-fiction</a> )  Short Stories: "Upswing" <a href="https://www.commonlit.org/en/texts/upswing">https://www.commonlit.org/en/texts/upswing</a> "All Summer in a Day" <a href="https://www.newbremenschools.org/Downloads/All%20Summer%20in%20a%20Day.pdf">https://www.newbremenschools.org/Downloads/All%20Summer%20in%20a%20Day.pdf</a>  Movie: The Giver		<b>Key Vocabulary:</b> Theme, Tone, Mood, Symbolism, Characteristics Dystopia, Utopia, Protagonist, Antagonist, Bureaucratic/Philosophical/Corporate/Technological Control, Surveillance, Individuality, Society	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
The importance of setting	Identify the complex and varied elements of a setting.	Discuss how setting influences people's decisions and actions by looking at examples of setting in various popular dystopian stories.	1 period
Introduction to Utopia and Dystopia	Define dystopia and explain elements of dystopian literature.	Use various note-taking templates to take comprehensive notes on the difference between utopia and dystopia. Explain the elements of dystopian literature by examining the settings and protagonists in popular dystopian stories.	2 periods
"All Summer in a Day"	Determine how the setting of a story influences the characters. Identify and explain various themes in a short story.	Read and discuss the dystopian short story, "All Summer in a Day." Identify and explain elements of dystopia through note templates.	2-3 periods
"Upswing"	Determine how the setting of a story influences the characters. Identify and explain various themes in a short story.	Read and discuss the dystopian short story, "Upswing."	4-5 periods

	Compare two short stories, focusing on characterization and theme.	Identify and explain elements of dystopia through note templates and short written responses. Compare the use of dystopian elements between “All Summer in a Day” and “Upswing” through written response.	
Story continuation overview	Plan for a narrative short story continuation using writing outline.	Students identify important plot elements and characteristics within each short story using note templates. As a class, discuss how each short story could be continued.	1 period
Writing a short story continuation	Write using narrative techniques in a continuation of a dystopian short story.	Students create a continuation for one of the two dystopian short stories read. Students write from one character’s perspective, and follow the plot progression of exposition, rising action, climax, falling action, and resolution.	1-2 weeks
“The Giver”	Prepare for and participate in literary discussions. Read closely to understand characterization and theme development. Evaluate text evidence and logical reasoning to support a claim. Discuss characterization and theme within the novel.	Students will take effective notes on reading to build an understanding of the text. Students will participate in both individual and small group readings, which will include comprehension and higher order thinking response questions. Students will complete literature circle work in small groups, each receiving their own task and participating in small group sharing and discussion.	3-4 weeks
Comparison to “The Giver” Movie	Evaluate the effectiveness of choices made by filmmakers in the movie version of <i>The Giver</i> . Compare and contrast the two versions of the story.	Students will watch the movie version of <i>The Giver</i> . Students will respond to short written prompts to explain the comparisons between both versions and evaluate which portrays theme and setting more effectively.	3 periods

**Teacher Notes:****Additional Resources:****Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>
<ul style="list-style-type: none"> <li>● Assign texts appropriate to reading level</li> <li>● Provide summaries of text</li> <li>● Allow extended time to complete work</li> <li>● Provide templates for notes, research, and essays</li> <li>● Allow errors</li> <li>● Consult with case managers follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Consult student ELL Plan</li> <li>● Assign texts in native language</li> <li>● Assign a buddy</li> <li>● Allow extended time to complete work</li> <li>● Provide templates for notes, research, and essays</li> </ul>
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
<ul style="list-style-type: none"> <li>● Consult with G and T teacher</li> <li>● Assign challenging texts</li> </ul>	<ul style="list-style-type: none"> <li>● Consult with I &amp;RS as needed</li> <li>● Assign high interest texts</li> </ul>

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<ul style="list-style-type: none"><li>• Provide extension activities based on interests</li></ul>	<ul style="list-style-type: none"><li>• Allow extended time to complete work</li><li>• Provide templates for notes, research, and essays</li><li>• Consult with guidance counselors and follow I&amp;RS</li><li>• Provide rewards as necessary</li></ul>
<b>504 Students</b>	<b>Other:</b>
<ul style="list-style-type: none"><li>• Consult 504 Plan</li></ul>	

**UNIT # 3****Overview****Content Area: Reading****Unit Title: Nonfiction and Research****Grade Level(s): 8**

**Core Ideas: This unit is a short introduction to the research paper, an interdisciplinary writer's workshop unit. In this unit, students will practice reading different types of nonfiction texts, identifying the main idea and supporting details, and using quotations to support a claim.**

**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (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.
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.
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
W.8.1	Write arguments to support claims with clear reasons and relevant evidence
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.8.4	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.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.8.4	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.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.8.5	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.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time
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.
<b>Interdisciplinary Connection</b>	
History	Involves ancient civilizations and historical-based research
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
Cross-Cultural Statement: LGBT	
<b>Unit Essential Question(s):</b>	<b>Unit Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>Why do we compare ancient world history to the world we live in today?</li> <li>How do we create research questions to guide analysis?</li> <li>How can careful planning and revision impact the writing process?</li> </ul>	<ul style="list-style-type: none"> <li>Organization, which includes both pre writing as well as revision, is necessary to create the best written product possible.</li> <li>The study of ancient civilizations and leaders can teach us about the potential legacies of societies around the world today.</li> </ul>
<b>Evidence of Learning</b>	
<b>Formative Assessments:</b> Annotations; graphic organizers; Do Nows; exit tickets; group and individual conferences; research paper drafts	
<b>Summative/Benchmark Assessment(s):</b> Research logs; final research paper	
<b>Alternative Assessments:</b>	
<b>Resources/Materials:</b> News sources for students: <a href="https://newsela.com/">https://newsela.com/</a>	<b>Key Vocabulary:</b> Research, Source, Reliable, Biased, Unbiased, Investigate, Evaluate, Analyze, Synthesize

<a href="https://www.nytimes.com/section/learning">https://www.nytimes.com/section/learning</a> <a href="http://www.pbs.org/newshour/extra/">http://www.pbs.org/newshour/extra/</a>  Purdue Owl <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a> Noodletools <a href="http://www.noodletools.com">www.noodletools.com</a> IXL			
<b>Suggested Pacing Guide</b>			
<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
Identifying author's claim and supporting evidence	Identify author's claim or main idea Identify supporting details in non-fiction texts	Read a variety of nonfiction texts and identify the author's claim and main idea. Choose evidence from nonfiction texts to support a claim.	3-4 periods
Reliable sources	Distinguish between reliable and unreliable sources.	Students are presented with examples of both reliable and unreliable source material and work to distinguish between the two.	1 period
Introduction to the research topic	Research background knowledge on a chosen topic for the research project.	Students use Internet sources to identify reliable sources on both ancient and modern civilization based on the topic they have chosen.	2 periods
Research paper writing	Write an analysis essay comparing aspects of ancient civilizations to society today.	Students plan for research essay by creating essay outline using the information gathered in the research stage. Students write research essay analyzing aspects of ancient and modern society and utilizing reliable sources for supporting evidence.	3-4 weeks
<b>Teacher Notes:</b> Teacher should work with history teacher to choose appropriate topic for the research paper based on abilities, needs, and interests of the students. Articles used for this introductory unit should reflect topic and difficulty level of the chosen research project.			
<b>Additional Resources:</b>			
<b>Differentiation/Modification Strategies</b>			
<b>Students with Disabilities</b>		<b>English Language Learners</b>	
<ul style="list-style-type: none"> <li>● Assign texts appropriate to reading level</li> <li>● Provide summaries of text</li> <li>● Allow extended time to complete work</li> <li>● Provide templates for notes, research, and essays</li> <li>● Allow errors</li> <li>● Consult with case managers follow IEP accommodations/modifications</li> </ul>		<ul style="list-style-type: none"> <li>● Consult student ELL Plan</li> <li>● Assign texts in native language</li> <li>● Assign a buddy</li> <li>● Allow extended time to complete work</li> <li>● Provide templates for notes, research, and essays</li> </ul>	
<b>Gifted &amp; Talented Students</b>		<b>Students at Risk</b>	
<ul style="list-style-type: none"> <li>● Consult with G and T teacher</li> <li>● Assign challenging texts</li> <li>● Provide extension activities based on interests</li> </ul>		<ul style="list-style-type: none"> <li>● Consult with I &amp;RS as needed</li> <li>● Assign high interest texts</li> <li>● Allow extended time to complete work</li> <li>● Provide templates for notes, research, and essays</li> <li>● Consult with guidance counselors and follow I&amp;RS</li> <li>● Provide rewards as necessary</li> </ul>	
<b>504 Students</b>		<b>Other:</b>	
<ul style="list-style-type: none"> <li>● Consult 504 Plan</li> </ul>			

**UNIT # 4****Overview****Content Area: Reading****Unit Title: The Great Depression and *Of Mice and Men*****Grade Level(s): 8**

**Core Ideas: In this unit, students will look at how a number of civilizations, past and present, care for people who cannot care for themselves. Students will also conduct individual research on America's government programs during the Great Depression. They will then read *Of Mice and Men*, analyzing the author's message about the themes of friendship, social responsibility, and the American dream. During the unit, students will practice various types of on demand writing in preparation for ELA state tests.**

**Standards (Content and Technology)**

<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
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.8.2	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.8.6	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.8.10	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
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)
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.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence
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.8.4	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.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.8.2	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.8.3	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.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.8.5	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.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
9.1.8.EG.7	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect		
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>			
9.4.8.TL.3	Select appropriate tools to organize and present information digitally		
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.		
<b>Interdisciplinary Connection</b>			
American History	The Great Depression		
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>			
Cross- Cultural Statements: Disabilities			
<b>Unit Essential Question(s):</b>		<b>Unit Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>What impact did the Great Depression have on life in America and on the American dream?</li> <li>What does it mean to be a friend?</li> <li>Whose responsibility is it to take care of those who cannot take care of themselves in a society?</li> </ul>		<ul style="list-style-type: none"> <li>The Great Depression forever changed the way people viewed the American dream.</li> <li>Friendship provides companionship, but it also comes with important obligations.</li> <li>Each society must devise a way to effectively take care of those who cannot take care of themselves that aligns with its resources and values.</li> </ul>	
<b>Evidence of Learning</b>			
<b>Formative Assessments:</b> Do Now; oral responses to discussion questions; written responses to critical thinking questions; notes; graphic organizers; Common lit multiple choice questions; exit tickets			
<b>Summative/Benchmark Assessment(s):</b> Standardized test-like writing prompts; chapter quizzes; unit test			
<b>Alternative Assessments:</b>			
<b>Resources/Materials:</b>		<b>Key Vocabulary:</b> Theme, Tone, Mood, Symbolism, Motif, Characterization, Imagery, Juxtaposition, Foreshadowing	
Text: Of Mice and Men by John Steinbeck			
Movie: Of Mice and Men, directed by Gary Sinise			
Poem: "To a Mouse" by Robert Burns <a href="https://www.rcsd.k12.org/cms/lib/NY01001156/Centricity/Do%20main/3732/to-a-mouse-translation.pdf">https://www.rcsd.k12.org/cms/lib/NY01001156/Centricity/Do main/3 73 2/to-a-mouse-translation.pdf</a> (side-by-side Scottish/English translation)			
Historical Background:			
"An Overview of the Great Depression 11 <a href="https://www.commonlit.org/en/texts/an-overview-of-the-great-depression?searchid=479742">https://www.common lit.org/en/texts/a n-ove rview-of-the-great-de pression?search id-479742</a>			
"The Dust Bowl" <a href="https://www.commonlit.org/en/texts/the-dust-bowl?searchid=479742">https://www.commonlit.org/en/texts/the-dust-bowl?search id=479742</a>			
"Excerpt from 'On Drought Conditions'"			
<a href="https://www.commanlit.org/en/texts/excerpt-from-on-drought-conditions?searchid=479742">https://www.comman lit.o rg/en /texts/excerpt-fro m-on-d rought-cond itions?search id-479742</a>			
"Surviving the Dust Bowl"			
<a href="http://www.pbs.org/wgbh/americanexperience/films/dustbowl/">http://www.pbs.org/wgbh/americanexperience/films/dustbo wl/</a>			
"FDR and the New Deal"			
<a href="https://www.commonlit.org/en/texts/fdr-and-the-new-deal?searchid=479742">https://www.commonlit.org/en/texts/fdr-and-the-new-deal?search id-479742</a>			
<b>Suggested Pacing Guide</b>			
<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
How Communities Care for People	Identify author's purpose and supporting details in nonfiction texts. Compare and contrast practices in different communities.	In small groups, read a variety of nonfiction texts and determine each author's purpose for writing and types of evidence used to support his/her purpose.	2 periods

		Students will present their findings to classmates and will discuss similarities and differences amongst the communities.	
The Great Depression & The Dust Bowl Writing Prompt: Informational	Identify the basic causes and effects of the Great Depression. Write an informative text to examine a topic through the selection, organization, and analysis of relevant content.	Through nonfiction readings, photos, and short videos, students research aspects of the Great Depression. Students practice informative writing in preparation for ELA state tests through an in class essay.	3-4 periods
Chap. 1 & 2: Getting to know the characters Writing Prompt: Argument	Analyze specific lines of narration and dialogue within the novel. Identify and explain images, symbols, and motifs within the novel. Respond to argumentative essay prompt, focusing on organization and supporting evidence.	Students use various note-taking templates to take comprehensive reading notes. Students analyze the novel to find supporting text evidence to support character analysis. Students write an in class, argumentative essay based on character analysis.	4 periods to read 1 period for movie section 2 periods for writing and discussion
Chap. 3 & 4: Building the conflict	Analyze specific lines of narration and dialogue within the novel. Identify and explain images, symbols, and motifs within the novel.	Students use various note-taking templates to take comprehensive reading notes. Students analyze the novel to find supporting text evidence to support character analysis. Students compare the setting and characterization within the novel to the movie version through short written response.	4 periods to read, 1 period for movie section
Chap. 5 & 6: Climax and resolution Writing Prompt: Narrative	Analyze specific lines of narration and dialogue within the novel. Identify and explain images, symbols, and motifs within the novel. Respond to narrative essay prompt, focusing on organization and supporting evidence.	Students use various note-taking templates to take comprehensive reading notes. Students analyze the novel to find supporting text evidence to support character analysis. Students write an in class, narrative essay based on a continuation of a chosen character’s story.	3 periods to read 1 period for movie section 2 days for writing and discussion
"To a Mouse" Poem	Compare themes and images in the novel and poem.	Students each pick a theme and examine “To a Mouse” and <i>Of Mice and Men</i> through that specific lens. Students create a digital poster to represent the texts and their chosen theme.	2 periods

**Teacher Notes:** Writing prompts (wording, type of writing, assessment rubric, and time allotted) should align with current ELA standardized testing prompts.

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> <li>● Assign texts appropriate to reading level</li> <li>● Provide summaries of text</li> <li>● Allow extended time to complete work</li> <li>● Provide templates for notes, research, and essays</li> <li>● Allow errors</li> </ul>	<ul style="list-style-type: none"> <li>● Consult student ELL Plan</li> <li>● Assign texts in native language</li> <li>● Assign a buddy</li> <li>● Allow extended time to complete work</li> <li>● Provide templates for notes, research, and essays</li> </ul>

<ul style="list-style-type: none"> <li>Consult with case managers follow IEP accommodations/modifications</li> </ul>	
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
<ul style="list-style-type: none"> <li>Consult with G and T teacher</li> <li>Assign challenging texts</li> <li>Provide extension activities based on interests</li> </ul>	<ul style="list-style-type: none"> <li>Consult with I &amp;RS as needed</li> <li>Assign high interest texts</li> <li>Allow extended time to complete work</li> <li>Provide templates for notes, research, and essays</li> <li>Consult with guidance counselors and follow I&amp;RS</li> <li>Provide rewards as necessary</li> </ul>
<b>504 Students</b>	<b>Other:</b>
<ul style="list-style-type: none"> <li>Consult 504 Plan</li> </ul>	

## UNIT # 5

### Overview

#### Content Area: Reading

**Unit Title: “The Diary of Anne Frank” and the Holocaust**

**Grade Level(s): 8**

**Core Ideas: In this unit, students will apply reading and writing skills gained throughout the year to a reading of the play version of “The Diary of Anne Frank.” Students will also conduct research on World War II and the Holocaust to build background information on the setting of this text. We will also use this time period to discuss the topics of conformity and authority, which students will then use to analyze “Anne Frank.” Students will also use narrative playwriting skills to create and present short, one act plays.**

#### Standards (Content and Technology)

CPI#:	Statement:
<b>Performance Expectations (NJSLs)</b>	
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.8.2	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.8.6	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.8.10	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
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)
W.8.1	Write arguments to support claims with clear reasons and relevant evidence
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.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.8.2	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.8.3	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.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.8.5	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.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
<b>Interdisciplinary Connection</b>	
World History	History of World War II and the Holocaust
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
Cross-Cultural Statement: Holocaust	
Cross- Cultural Statement: AAPI, LGBT, Disabilities	
<b>Unit Essential Question(s):</b> ● How is our perception of good and evil created?	<b>Unit Enduring Understandings:</b>

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| <ul style="list-style-type: none"> <li>• What drives someone to harm or protect other human beings?</li> <li>• What are the benefits and consequences of conformity? Of questioning authority?</li> <li>• How can the tragedies of the past influence our future and why should we read about them?</li> </ul> | <ul style="list-style-type: none"> <li>• Complex environmental factors, including family, peers, school, the media, trauma, and world events shape a person's morality and choice of actions.</li> <li>• There are times we must question authority and times we must conform to expectations.</li> <li>• Tragedies can provide lessons about how to best live our lives.</li> </ul> |
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### Evidence of Learning

**Formative Assessments:** Do Now; informal written responses; scene notes; comprehension questions; exit tickets

**Summative/Benchmark Assessment(s):** Chapter quizzes, unit tests, play writing and presentation

**Alternative Assessments:**

**Resources/Materials:**

Text:

“The Diary of Anne Frank” by Frances Goodrich and Albert Hackett”

Common Lit readings:

"Conformity"

<https://www.commonlit.org/en/texts/conformity> "Why Do People Follow the Crowd?"

<https://www.commonlit.org/en/texts/why-do-people-follow-the-crowd>

Japanese Internment Stories:

<https://www.biography.com/news/japanese-internment-survivors-stories-75th-anniversary-photos>

Holocaust/Anne Frank Background Readings:

[https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1574/remembering\\_annefrank%20article.pdf](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1574/remembering_annefrank%20article.pdf)

Video: “Conversations with Survivors”

<https://www.youtube.com/playlist?list=PLWQC3P4psZP5XvJGLpwgOKF4dNUZAbtH1>

**Key Vocabulary:** Biography, Autobiography, Text Structure, Author’s Purpose, Conformity, Holocaust, Antisemitism, Scapegoat, Propaganda, Play, Drama, Soliloquy, Monologue, Dialogue, Aside, Stage Direction, Act, Scene

### Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introduction to Biographies and Plays	Define elements of non-fiction writing. Define elements of plays/drama.	Students use a variety of note taking techniques to define and identify elements of non-fiction. Students practice distinguishing between play elements through the reading of short examples.	2 periods
Writing a One Act Play	Plan for a short one act play in small groups. Write collaboratively in small group setting. Present original writing to class.	Students use writing templates and prompts to plan for a short skit or play in small groups, utilizing varying elements of drama. Students write setting and character descriptions, as well as stage direction and dialogue for their plays. Students present one act plays to their classmates.	1 week

What does it mean to conform?	Discuss the meaning of conformity and when it is necessary to question authority.	Read a series of non-fiction texts that define and explain conformity and individuality. Students take notes and respond to essential questions in small group and whole class discussions.	1 period
Introduction to World War II and the Holocaust	Research background knowledge on World War II and the Holocaust, as well as the Frank family specifically.	Read non-fiction texts and respond to comprehension questions about the history of the Frank family. Students each watch an interview with a Holocaust survivor and briefly present their story to the class.	3-4 periods
Reading “The Diary of Anne Frank”	Evaluate choices made by authors of “The Diary of Anne Frank” adaptation. Analyze theme, characterization, and mood throughout the play. Identify dialogue, soliloquy, and monologue, as well as distinguish between the three. Participate in readings of the play.	Students participate in readings of “The Diary of Anne Frank,” acting out scenes with the full class. Students use various note taking techniques to analyze theme, mood, and characterization. Students work in small groups to find play elements within “Diary of Anne Frank.” Students will discuss and share analyses in both small group and whole class discussions.	3 weeks
World War II Testimonials	Research stories of groups affected by World War II.	Students read testimonials of American citizens in Japanese internment camps during World War II, in the U.S. Students view images of internment camps and present their findings to classmates in small groups.	3 periods

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>
<ul style="list-style-type: none"> <li>Assign texts appropriate to reading level</li> <li>Provide summaries of text</li> <li>Allow extended time to complete work</li> <li>Provide templates for notes, research, and essays</li> <li>Allow errors</li> <li>Consult with case managers follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>Consult student ELL Plan</li> <li>Assign texts in native language</li> <li>Assign a buddy</li> <li>Allow extended time to complete work</li> <li>Provide templates for notes, research, and essays</li> </ul>
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
<ul style="list-style-type: none"> <li>Consult with G and T teacher</li> <li>Assign challenging texts</li> <li>Provide extension activities based on interests</li> </ul>	<ul style="list-style-type: none"> <li>Consult with I &amp;RS as needed</li> <li>Assign high interest texts</li> <li>Allow extended time to complete work</li> <li>Provide templates for notes, research, and essays</li> <li>Consult with guidance counselors and follow I&amp;RS</li> <li>Provide rewards as necessary</li> </ul>
<b>504 Students</b>	<b>Other:</b>
<ul style="list-style-type: none"> <li>Consult 504 Plan</li> </ul>	