



**Allamuchy Township School District
Allamuchy, NJ**

**English Language Arts
Grade 8**

CURRICULUM GUIDE

September 8, 2019

Mr. Joseph E. Flynn, Superintendent

**Developed by: Victoria Patterson and Michelle Ricci
Updated by: Andrea Aussems**

**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education
At the regular meeting held on September 23, 2019**

And

***Aligned with the New Jersey Core Curriculum Content Standards
And Common Core Content Standards***

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Philosophy and Rationale

The Allamuchy Township School District's 8th grade Language Arts Curriculum aligns with the Common Core English Language Arts State Standards and Literacy in preparation for college and career readiness. Students who are prepared for high school, and are college and career ready, will demonstrate independence, build strong content knowledge, respond and communicate, comprehend and critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. Each grade level is divided into strands, which include reading, writing, speaking and listening, and language. Our language arts program supports the philosophy that content and instruction must focus on developing enthusiasm and appreciation for the written and spoken word, as well as the discipline and expertise for effective language use in the various curricular threads. Our curriculum provides students with the opportunity to develop proficiency and obtain knowledge that will not only serve them during the school years, but will also provide a foundation for lifelong learning and transfer. Allamuchy Township School incorporates various opportunities for students to experience using their skills outside of the classroom through outdoor education. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. The curriculum allows students to explore interdisciplinary connections through Language Arts and utilize Language Arts skills within the content areas. Students will be introduced to a variety of text types including stories, drama, poetry, and non-fiction.

Students with special needs may require modifications of instruction or specific course adaptations. In 8th grade Language Arts general education and special education teachers regularly evaluate students' reading levels and utilize appropriate reading materials.

Mission Statement

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

The Allamuchy Learner

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

Scope and Sequence

The following pacing guide is to help to facilitate a continuum within the middle school curriculum that will allow for progression and continuity between the grades. Many of the same topics will be taught in each year. Each year will build on the previously taught material to ensure the students understand the concepts and are also able to apply them independently by the end of 7th grade.

Sept	Oct	Nov	Dec	Jan	Feb	March	Apr il	May	June
Writing Units									
Launch	Personal Narrative/ Memoir	Explanator y/ Information al Essay	Persuasive Research	Open-Ended		Test- Prep	Final Research		
Fiction Unit									
Launch	<u>The Pigman</u>	Short Stories	Poetry	<u>The Wave</u>	“Romeo and Juliet”	<u>The Glory Field</u>	<u>Inherit the Wind</u>	<u>Son</u>	
Informational Texts Unit									
Launch	Informational text is read throughout the year in all classes. In 6 th grade there are weekly assignments where fiction and nonfiction articles are compared to illustrate fact from fiction. Research is conducted consistently to allow student the opportunity to pull the main points and information out of a written piece								
Vocabulary/Grammar Unit									
Launch	Rules of Punctuati on	Sentence Structure	Paragraph Structure	Composition and editing research, narratives, and every day journal work					
Speaking/Listening Unit									
Launch	Research Informatio n Presentati on		Prepared Presentation	Extemporaneous Speeches			Debate		

Unit 1-Writing Workshop

STAGE 1-Desired Results

In eighth grade, it is critical to provide the students with a clear expectations of the writing curriculum, methods of instruction, and the rubrics/grading system. This enables the students to have a clear vision of the class expectations and allows them to recognize their role in the classroom and in their own learning.

At the beginning of the school year, the students will provide persuasive writing sample that will be used for evaluation purposes. This piece will be graded using the NJASK rubric. Writing samples will be saved and then revisited by the staff and students to demonstrate growth. It will act a as benchmark for students entering grade eight,

The following will be introduced and used in class frequently.

- Writer's Journal
- Writing Genres
- Classroom Expectations (editing, drafting process, content, audience, and publishing)

From there the class will go proceed to writing various types of assignments such as persuasive, explanatory, narrative, personal accounts, research, and dialogue. They will become familiar with the writing process and the various graphic organizers available. Figurative language and the use of vocabulary to enhance writing will be examined. They will become familiar with editing terminology and engage in self, peer, and teacher driven editing. They will discuss the importance of the audience and writing to that specific audience.

NJSLSA Standards:

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.

W.8.1 Write arguments to support claims with clear reasons and relevant evidence

- W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d D. Establish and maintain a formal style/academic style, approach, and form.
- W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

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.8.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
 - W.8.2b. 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.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style/academic style, approach, and form
 - W.8.2f 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.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - W.8.3e 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

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.

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.

W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W10. 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.

Unit Essential Questions

- Are the proper elements used for the correct writing prompt?
- How is each of the four sentence types punctuated?
- How do you use nouns, verbs, and capitalization correctly?
- What are the conventions of writing?
- What is ironic about the story (plus other literary devices)?
- How is an interrogative, imperative, exclamatory, and declarative sentence punctuated?
- What is a noun and verb?
- When do we capitalize?
- What information goes into each type of writing prompt/essay?
- How do you end an original story with irony?
- How do you use flashback in context?
- How can students organize their personal writing portfolios to generate and enhance effective drafts?
- How does the writing process help to shape the writer's products?
- How does the Writing Process help to shape the writer's products?
- How does a writer effectively use detailed description, the "I" voice (first person), setting, characterization, and narrative elements to tell an interesting and effective story?
- How does the Writing Process enhance all the steps of producing effective writing?
- How will one introduce and support claims?
- How will one write an explanatory text to explain a topic?
- How will one write a narrative to develop real or imagined experiences using effective techniques?
- How will one strengthen their writing with guidance and support?
- How will one conduct short research projects using relevant information from print and digital sources?
- How will one gather information from literary or informational texts to support, analysis, reflection, and research?
- How will one write regularly over a variety of different time spans?
- Using arguments to support claims, how will one introduce, organize, and support evidence formally from credible sources while clarifying the relationship with a concluding summary?
- Using different strategies to develop the topic, how will one write an explanatory text to introduce a topic and organize ideas with relevant information and transitions using formal, precise language and vocabulary with a concluding section?
- Using effective techniques and relevant descriptive details, how will one engage the reader with clear and coherent writing with appropriate purpose and audience including characters, logical sequencing, dialogue, transitions, precise words and phrases, and a concluding paragraph?
- With guidance from adults, peers, and technology, how will one type a clear and coherent three-page paper?
- With relevant information, how one will conduct short research projects from multiple sources with bibliographic information while quoting or paraphrasing the information and avoiding plagiarism?

- Using evidence from literary or informational texts, how will one apply grade 8 reading Standards to literature in order to evaluate which arguments are supported with evidence from those that are not?
- Using time constraints, how will one write routinely for a variety of different tasks, purposes, and audiences?
- How will one determine multiple-meaning words and phrases within context?
- How will one demonstrate understanding of figurative language?
- How will one apply grade-appropriate words and phrases to express thoughts?
- Are you able to identify various types of poetry?
- Are supporting details included in your open-ended responses?
- Are you able to identify and utilize the three types of figurative language in your writing samples?
- Can you identify the author's purpose?
- Can you identify who is telling the story and from what point of view?
- Can you use nouns, verbs, and capitalization correctly?
- What are the conventions of writing?
- What is ironic about the story (plus other literary devices)?
- How is each different sentence type written?
- Are gerunds attempted?
- Are gerunds used successfully?

Enduring Understanding

- Writing effectively is a not only a requirement for success in school, but also in a person's career.
- Research paper writing is a skill that is essential in higher education and one that takes time and practice to master.
- Combining ideas and facts requires planning and effective vocabulary use so the information can be understood.

Knowledge and Skills-what will the focus of instruction be?

Writing assignments to include, but not limited to the following:

- Complete with in-class reading and teacher facilitated response
- Comprehension Questions-in both a written and verbal format for all course work
- The Pigman - Opening argument speeches - Each student will either prosecute or defend a main character in the death of Angelo Pignati. They must use specific details from the novel to support their opening argument. Teacher will randomly select which side the student will support.
Persuasive Essay - Students will create a persuasive essay on the following subject: Do you think New Jersey should mandate twenty hours of community service before the completion of eighth grade?
- All students will use terminology introduced in the novel during their speech.
- All students will maintain a formal voice when speaking. Teacher will discuss appropriate voice and tone.
- Essay Writing
- Explanatory Essay - Have students organize essay into proper categories. The topic: Who would you have represent the nation as our next president. The students can use charts and tables to organize information.

- Explanatory Essay - Next, have students research facts and use proper MLA parenthetical documentation.
- All students will use transitions to clarify the relationship between main ideas and concepts.
- Challenge the students to use past vocabulary to strengthen their essay.
- Discuss the correct tone. Discuss formal and informal tone and when it is best to use each one.
- Discuss how using strong concluding sentences strengthens the essay. Encourage them to come up with strong conclusions.
- Personal Narratives -Have students create personal memoirs. Have each student focus on a significant moment from the past. Discuss details and event sequences.
- Personal Narrative - Use graphic organizers to establish a point of view and the chronological order of events.
- Personal narrative - Discuss the importance of adding dialogue to strengthen the essay.
- Personal Narratives- Encourage students to use transition words, phrases and clauses to strengthen setting and relationships within the essay.
- Personal Memoirs - Have students discuss the importance of sensory details and use them in essay.
- Personal Memoirs - Have students write reflective conclusions using a risk previously discussed in class
- Personal Memoirs
- Romeo and Juliet Diaries
- Think, Pair and Share- Prior to writing have students brainstorm in small groups and discuss effective strategies for composition.
- Inherit the Wind- Research Project - Have each child pick an event or invention from the 1920's. Discuss how it has changed who we are today.
- Research Project - Have students use Internet and book sources to strengthen essay. Discuss and model how to quote and paraphrase.
- Short Story Research - Discuss similar themes in short stories written by the same author.
- Discuss why authors sometimes use irrelevant information to strengthen their essays. Discuss how it effects the final product.

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations **Benchmarks**

Students will understand:

- The differences between types of essays and the elements of a good essay
- How to improve writing quality by adding various parts of speech and using verbal phrases correctly
- Use literary devices effectively in writing
- How to select relevant evidence and facts to support a thesis and /or topic
- Understand the different elements of a variety of essay prompts
- The importance of sentence variety
- How to use noun and verbs properly
- The importance of pre-writing
- How to implement literary devices in various types of writing
- How to select relevant evidence and facts to support a thesis and /or topic
- Words powerfully affected meaning

Assessment Methods

- Students demonstrate an understanding of the writing process (pre-write, drafting, editing/proofreading, and publishing).
- Production of writing assignments.
- Presentation of work
- Written responses to assignments
- Essays and stories
- Journal Writing
- Research Projects
- Open-ended responses
- Observations
- Class Discussion
- District Writing Prompts
- Writing Portfolio
- Sample Conferencing

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture

- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

- 8th grade Anthology by Prentice Hall
- *Write Source 2000* by Sebrabek, Kemper, and Meyer
- *Warner's English Comprehension and Grammar, Introduction Course*

Unit 2-Fiction Study

STAGE 1-Desired Results

In 8th grade the students will study a wide diversity of fictional stories that deal with identity, social injustice, love, family and honor. Novels will be presented and thematic subject analyzed thoroughly. The students will also read a variety of short stories that are told from varying perspectives and cover a wide diversity of subject matter.

As they are reading these work they will be asked to create a variety of written responses. They will conduct research on the Holocaust, slavery and the 1920's. They will write response logs and pretend to be characters from the text to explore the various feelings the characters are experiencing.

The fictional readings will be completed through novel studies and the use of the class text. The in-class novels are read as a whole class. They are either read aloud by teacher or student to the whole class, the students read to one another in small groups, or the students will listen to the book on tape. As the book is read there are class discussions and questions to help clarify events and to encourage comprehension checks. There are discussions as to motives and predictions as to future events.

At the end of each fictional unit there is an cumulative project that requires summarization and review of the readings. The projects involve writing, illustrations, and/or creative art works.

The Pigman by Paul Zindel
The Wave by Todd Strasser
Romeo and Juliet by William Shakespeare
The Glory Field by Walter Dean Myers
Son by Lois Lowry
Various Short Stories

NJSLSA Standards:

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.

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.

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1b Form and use verbs in the active and passive voice.
- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b Use an ellipsis to indicate an omission.
- L.8.2c Spell correctly.
- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a 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 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.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- L.8.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b Use the relationship between particular words to better understand each of the words.
- L.8.5c 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.

Unit Essential Questions

- How will one comprehend, gain insight and make inferences through text?
- How will one identify theme through personal opinions?
- How will one determine the elements and events that caused a change in plot?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one compare/contrast similar themes across different genres?
- How will one analyze and gain insight and make inferences through text?
- How will one identify central idea through personal opinions or judgments?
- How will one analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one evaluate an argument in text?
- How will one compare and contrast one author's presentation of events with another?
- How will one introduce and support claims?
- What kind of support would be effective for your thesis?
- When are literary devices and compositional risks appropriate?
- What are the steps in the reading process?
- What is the difference between an index and a table of contents?
- Can you describe the character based on traits?
- What is an example of internal/external conflict?
- Why is the ending of the story an example of irony?
- Can you identify the three types of irony?
- Can you identify the author's purpose?
- Did you actively read?
- Can you explain the Holocaust and when it occurred?
- Based on the author's description, what can you infer about life in the past?
- Can you identify one example of tolerance, acceptance or perseverance?
- Can you identify and explain the author's purpose?

- How does the author use symbolism in the story?
- Compare and contrast today's society with the setting in the story in terms of how we accept individuals who are different. (Race, gender, mentally disabled...)
- Explain how the character changes during the course of the story.
- Identify one or more character traits a character displayed in the book.
- Are you actively reading?
- Can you explain the purpose of the article?
- What elements in your life help you to understand the thoughts and feelings of the characters in the book?
- Which reference sources did you use in order to develop and support your thesis statement?
- Can you identify the author's opinion about the topic?

Enduring Understanding

- Readers develop a deeper understanding through reflection of text.
- Readers use strategies to construct meaning
- Readers will discuss how the time period the literature was written can effect the story.

Knowledge and Skills-what will the focus of instruction be?

- Determine which character is guilty for the death of Romeo and Juliet. Cite from the text to support theory.
- Comprehension Questions - Verbal and written
- **The Pigman** - Students will develop a theme essay for The Pigman. The central idea of "Life is what you make of it" can be applied to all aspects of the novel.
- **Short Story Project** - Analyze a television drama and a children's novel. Analyze theme, plot, characters, conflict, setting and summary.
- Students will analyze the lines of Romeo and Juliet and determine how it has driven the drama and provoked the outcome.
- Students will read for allusions in Romeo and Juliet. They will read the stories of the Gods and Goddesses that are referred to.
- **Short Stories** - Read a variety of short stories and look for references to other texts.
- Read a piece of fiction and non-fiction from Prentice Hall Literature. Discuss how they vary.
- Students will read The Pigman by Paul Zindel. The novel is written from two different character perspectives. Discuss how the same events differ from each character's perspective.
- The students will see a live version of *Romeo and Juliet* and the adaptation, West Side Story. Students will discuss how plot differs.
- Have students read a short story and analyze themes, events and characters.
- Students will read a variety of literature, poetry, fiction, and non-fiction independently.

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations **Benchmarks**

Students will understand:

- How to comprehend and draw inferences based on evidence from textual support
- How to summarize theme and make judgments based upon text
- How to identify and analyze a developing plot

- How to determine word meanings and phrases in text
- How to develop point of view in a text
- How to compare and contrast reading texts versus watching or listening to a live version
- How to compare and contrast similar themes of different genres
- How to note character traits
- How to annotate the reading process
- How to answer inferential questions
- How to answer comprehension questions
- How to summarize a chapter
- How to analyze the lines of literature
- How to have group discussions

Assessment Methods

- Journal Responses to reading
- Graphic organizers/Venn diagrams
- Open-Ended response questions & comprehension questions
- Oral reading
- Vocabulary_ using charts, pictures, sentences, stories
- Response to oral questions
- PowerPoint presentations
- Book reviews
- Story Maps
- Comprehension skill tests/quizzes
- Open-ended response questions
- Write off lines from the novel to reveal character, plot, theme, and conflict
- Lesson Tests/quizzes
- Anecdotal records
- Teacher Observations

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions

- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance

- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

Novels

Selection of Novels

Habibi by Naomi Shihab Nye
Inherit the Wind by Jerome Lawrence and Robert E. Lee,
Romeo and Juliet by William Shakespeare
The Glory Fields by Walter Dean Meyers
The Pigman by Paul Zindel
The Wave by Todd Strasser
Son by Lois Lowry

Independent Reading:

- Nine required selections from the Accelerated Reader Program, assessment to follow via Internet quiz.

Short Story Selections:

- “Christmas Day in the Morning” by Pearl S. Buck
- “A Retrieved Reformation” by O. Henry
- “The Ninny” by Anton Chekhov
- “Raymond’s Run” by Toni Cade Bambara
- “The Drummer Boy of Shiloh” by Ray Bradbury
- “An Episode of War” by Stephen Crane
- “Probe 7: Over and Out” by Rod Serling
- “Thank You M’am” by Langston Hughes
- “The Man Without a Country” by Edward Everett Hale
- “Flowers for Algernon” by Robert Keyes
- “The Last Leaf” by O. Henry
- “The Lonely” by Rod Serling
- “The Moustache” by Robert Cormier
- “The Fun They Had” by Isaac Asimov
- “There Will Come Soft Rains” by Ray Bradbury
- “The Fever” by Rod Serling
- “The Pit and the Pendulum” by Edgar Allen Poe
- “The Fall of the House of Usher” By Edgar Allen Poe

- “The Most Dangerous Game” by Richard Connell
- “The Notorious Jumping Frog of Calaveras County” by Mark Twain
- “Ransom of Red Chief” by O. Henry
- “The Secret Life of Walter Mitty” by James Thurber
- “An Occurrence at Owl Creek Bridge” by Ambrose Bierce
- “The Veldt” by Ray Bradbury
- “The Lottery” by Shirley Jackson

*Additional selections as appropriate

Poetry Selections:

- “Paul Revere’s Ride” by Henry Wadsworth Longfellow
- “Love is a Place” by E.E. Cummings
- “Harlem Night Song” by Langston Hughes
- “The Freedom of the Moon” by Robert Frost
- “Two Haiku” by Basho and Moritake
- “Poets to Come” by Walt Whitman
- “Mushrooms” by Sylvia Platt
- “Forgotten Language” by Shel Silverstein
- “If I Can Stop One Heart from Breaking” by Emily Dickinson
- “Much Madness is Divinest Sense” by Emily Dickinson
- “For My Sister Molly Who In The Fifties” by Alice Walker
- “O Captain! My Captain!” By Walt Whitman
- “The Raven” by Edgar Allan Poe
- “The Road Not Taken” by Robert Frost

*Additional selections as appropriate

Unit 3-Informational Reading

STAGE 1-Desired Results

In 8th grade the students will study a wide diversity of non-fiction readings that relate to a variety of topics. They will utilize many different sources for non-fiction texts. Their sources will include the Prentice Hall Textbook, newspaper articles (past and present) and weekly homework.

Weekly homework will require students to read one non-fiction text and answer multiple choice and open ended questions. We found this method to be highly effective when deciphering between fiction and nonfiction texts. It also allows the student to answer different types of questions appropriately.

Non-fiction texts should be incorporated weekly into the curriculum. This would be a good opportunity to reference other materials covered in class. For example, when 8th grade reads *The Wave* by Todd Strasser, I incorporate non-fiction articles pertaining to the Holocaust. This can be done with every unit of study.

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Non-fiction texts should be incorporated weekly into the curriculum. This would be a good opportunity to reference other materials covered in class. For example, when 8th grade reads *The Wave* by Todd Strasser, I incorporate non-fiction articles pertaining to the Holocaust. This can be done with every unit of study.

NJSLSA Standards:

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.8.4 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.8.7 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.

RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Essential Questions:

- What are essential strategies of Active Reading?
- How will one analyze and gain insight and make inferences through text?

- How will one identify central idea through personal opinions or judgments?
- How will one analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one evaluate an argument in text?
- How will one compare and contrast one author's presentation of events with another?
- Using textual evidence, how will one analyze and determine appropriate inferences?
- Using personal insight and judgments, how will one determine central idea?
- Using critical thinking skills, one will analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas
- Using figurative language and specific word choice, one will analyze the impact of meaning and tone in a text?
- Using the overall structure of a text, how will one identify the point of view or purpose and analyze how it contributes to the overall development of ideas?
- Using multimedia and fine print resources, how will one compare and contrast what they perceive while watching, listening, or simply reading?
- Using an evaluation of arguments and claims, one will identify the difference from supported claims and unsupported claims.
- Using multiple authors' presentations of events, how will one compare and contrast the differences between one other?
- Clarify unfamiliar words
- Draw inferences and make logical conclusions
- Identify and trace the development of an author's argument, point of view, or perspective
- Analyze a variety of text to determine the type and purpose of the structure being used
- Identify and analyze the development of themes in and across literary works
- Compare and contrast written text to the visual as seen in movies or shows
- Identify and summarize the main ideas
- Use a graphic organizer to identify relevant information

Enduring Understanding

- Research contributes to the discovery of solutions by giving choices for differing outcomes.
- Reading expands understanding of the world, its people, and oneself.
- Effective communication relies on the usage of proper forms
- New information may result in a new idea or change of stance

Knowledge and Skills-what will the focus of instruction be?

- Determine which character is guilty for the death of Romeo and Juliet. Cite from the text to support theory.
- Research Project
- Students will determine how the characters in The Wave react to their new classroom atmosphere, focusing on main characters such as Laurie, Ben, David, Amy and Robert.
- Short Story Project
- Have the students follow the Lewis family through the main characters perspective during each

era. Discuss the problems African Americans faced during each period.

- Introduce the class to the terminology used in the courtroom. Use correct terms following discussion.
- Have students read pieces of non-fiction and use details to support the key concepts. Some examples could include Brown vs. Board of Education or Email from Bill Gates. Both examples are found in anthology.
- Have students read pieces of non-fiction and acknowledge and respond to the evidence provided. Determine conflicts within the reading.
- Look at different types of propaganda tools Adolf Hitler used to sway the citizens of Germany into following him. Discuss how the videos influenced the nation.
- Have students discuss whether the evidence to convict the main character was relevant. If it was not sufficient discuss why the prosecution still pressed charges.
- Read several articles about World War II and the rise of the Nazi regime. Next, watch videos that follow Hitler's rise to power. Discuss different interpretations and viewpoints.

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations **Benchmarks**

Students will understand:

- How to analyze and draw inferences based on support from textual evidence
- How to summarize central idea and make judgments based upon text
- How to identify and analyze key individuals, events or ideas
- How to determine word meanings and phrases in text
- How to develop point of view in a text
- How to compare and contrast reading texts versus watching or listening to a live version
- How to distinguish claims that are supported by reasons and evidence from claims that are not
- How to compare and contrast author's presentation with that of another

Assessment Methods

- Journal Responses to reading
- Weekly homework
- Graphic organizers
- Open-ended questions and comprehension questions
- Oral reading
- Response to oral questions
- Class discussion
- Comprehension skill tests
- Lesson tests

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences

- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions

- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

8th grade Anthology by Prentice Hall

Write Source 2000 by Sebrabek, Kemper, and Meyer

Warner's English Comprehension and Grammar, Introduction Course

Unit 4-Grammar/Vocabulary Study

STAGE 1-Desired Results

Hand in hand with the ability to produce well-written pieces is the ability to use correct grammar. It is also crucial to include higher-level vocabulary in the writing. Grammar is an essential part of a student's ability to be able to present their ideas. Even if the main idea of the piece is well thought through, if it difficult to read and follow due to poor grammar, the piece automatically loses strength. The use of advanced vocabulary, if used properly, is also an important part of the written piece. Vocabulary can transform an average piece of writing into an imaginative and creative piece. Vocabulary is important in helping the student to read well. If they do not understand the language then the meaning of the text is also lost.

Grammar lessons will be covered to address common mistakes. They will also have lessons on grammar terminology and parts of speech and sentence structure. This will aid them in their editing and written work. This will most likely be done as part of a review or as a class warm-up.

Vocabulary will be assigned weekly. Vocabulary will be taken from the novels read in class. Each week, students will have to define 10-15 words. They will also be expected to identify any synonyms and create an original sentence, containing at least 10 words. Homework will be given on Friday and due on Tuesday. Weekly quizzes will follow on Friday. Quizzes will consist of matching the definition, filling in the blanks, or creating original sentences pertaining to the specific novel they are reading at the time.

NJLSA Standards:

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.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2 d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2.e Establish and maintain a formal style/academic style, approach, and form.
- W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- .L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- .L.8.1b Form and use verbs in the active and passive voice.
- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break
- L.8.2b Use an ellipsis to indicate an omission
- L.8.2c Spell correctly.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.8.3a 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 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.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

- L.8.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
- .L.8.5b Use the relationship between particular words to better understand each of the words.
- L.8.5c 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.

Essential Questions:

- What are some ways one can demonstrate the command of the conventions when writing or speaking?
- How will one use proper mechanics when writing?
- How will one determine multiple-meaning words and phrases within context?
- How will one demonstrate understanding of figurative language?
- How will one apply grade-appropriate words and phrases to express thoughts?
- Using commands of convention, how will one ensure proper usage of pronouns and recognize variations from Standard English in their own and others' writing?
- Using proper mechanics, how will one demonstrate correct punctuation, capitalization, and spelling?
- Using reference materials and context clues, how will one interpret multiple meaning words and phrases?
- Using interpretation of figurative language, how will one demonstrate an understanding and apply it in their writing?
- Using grade appropriate academic and domain-specific words and phrases, how will one apply them appropriately to their writing?
- Are the proper elements used for the correct writing prompt?
- How is each of the four sentence types punctuated?
- How do you use nouns, verbs, and capitalization correctly?
- What are the conventions of writing?
- What is ironic about the story (plus other literary devices)?
- Are the proper elements used for the correct writing prompt?
- How is each of the four sentence types punctuated?
- How do you use nouns, verbs, and capitalization correctly?
- What are the conventions of writing?
- What is ironic about the story (plus other literary devices)?
- Are the proper elements used for the correct writing prompt?
- How is each of the four sentence types punctuated?
- How do you use nouns, verbs, and capitalization correctly?
- What are the conventions of writing?

- What is ironic about the story (plus other literary devices)?
- How is each different sentence type written?
- Are gerunds attempted?
- Are gerunds used successfully?
- What kind of support would be effective for your thesis?
- When are literary devices and compositional risks appropriate?

Enduring Understanding

- Effective communication relies on the usage of proper rules of grammar and the use of a structure.
- The use of language and proper rules of grammar enhance a person's written work

Knowledge and Skills-what will the focus of instruction be?

- Grammar Study
- Peer Editing
- Self editing
- Poetry Study
- Compositional Risks
- Class Warm-Up
- In all units, have students define new words, list synonyms and antonyms, identify part of speech and create a sentence. Approximately 10-20 words per week.
- In all essays submitted
- Use words from novels to define.
- In all units, have students define new words, list synonyms and antonyms, identify part of speech and create a sentence. Approximately 10-20 words per week.

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations **Benchmarks**

Students will understand:

- How to demonstrate and apply command of the conventions of English grammar
- How to use Greek and Latin prefixes and suffixes to decode
- How to use mechanics correctly
- How to clarify multiple-meaning words
- How to demonstrate knowledge of figurative language
- How to acquire and use grade appropriate general and specific words and phrases
- How to use a thesaurus and dictionary
- How to vary language by using synonyms for a more descriptive writing
- How to continue with sentence structure using different sentence types in context
- How to write various essays in all three genres: explanatory, persuasive, and speculative.
- Understand how literary devices are used in context in poetry, persuasive, explanatory, and speculative writing.
- How to use compositional risk techniques in writing selections mentioned above
- How to correctly use gerunds, participles and infinitives
- How to correctly use nouns, verbs, pronouns, capitalization and spelling

Assessment Methods

- Written response to a reading selection
- Composition and stories
- Open-ended response
- Skills test/quizzes
- District writing prompts
- Journal writing
- Observations
- Class Discussion
- Sample Conferencing
-

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations

- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

6th grade Anthology by Prentice Hall

Write Source 2000 by Sebrabek, Kemper, and Meyer

Warner's English Comprehension and Grammar, Introduction Course

Unit 5-Speaking and Listening Study

STAGE 1-Desired Results

The ability to speak well and listen is an essential tool for every student. As the students mature, their ability to speak will be the first impression another person will have of them. Students will be asked to speak in large group, small group, and one-on-one settings concerning a variety of subjects. Dependent of the topic, all of the settings will require a varying level of formality and different skills. In the class, student will be asked to answer questions concerning ideas and texts, conduct a formal presentation to the class, and speak extemporaneously on a subject. As the students present to a large group more frequently they will gain confidence, which will help to allow for a clearer, more concise presentation.

In 8th grade, students will be given scenarios and they will have to prepare and present their findings. For example, after reading The Pigman, by Paul Zindel, students will be given the role of prosecutor or defense attorney. The students will then have to prosecute or defend the character that was selected. They will have to use information from the text to support their response. Every unit will consist of at least one oral project.

In addition to speaking, listening is also a valuable skill. The ability to listen will only aid our students as they progress through their education. Learning the rules of speaking in a small group is also important to allow students to effectively share ideas. Students need to develop their listening skills in the classroom daily so they are able to take the information provided to them and then utilize it effectively. This skill is needed in all of their classes and in everyday life.

NJSLSA Standards:

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.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

Essential Questions:

- How will one prepare and participate in discussions?
- How will one interpret information from various media and formats?
- How will one interpret arguments and break apart claims?
- How will one present claims and sequence ideas to interpret main ideas or themes using multimedia sources?
- How will one adapt speech to a variety of contexts?
- Using effective collaboration and guidelines, how will one come to discussions prepared, respectively respond to the remarks of others, and review key ideas through reflection and paraphrasing?
- Using diverse media and formats, how will one interpret and explain information and how it contributes to a topic or issue?
- Using pertinent details, how will one break apart a speaker's arguments distinguishing supported from unsupported claims?
- Using multimedia sources and visual displays, how will one present claims, sequence ideas appropriately and use facts and details in order to elaborate the main idea with appropriate eye contact, volume, and pronunciation?
- Using formal English when appropriate, how will one adapt speech to a variety of contexts and tasks?
- How will one prepare and participate in discussions?
- How will one interpret information from various media and formats?
- How will one interpret arguments and break apart claims?
- How will one present claims and sequence ideas to interpret main ideas or themes using multimedia sources?
- How will one adapt speech to a variety of contexts?
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- Using pertinent details, how will one break apart a speaker's arguments distinguishing supported from unsupported claims?
- Using multimedia sources and visual displays, how will one present claims, sequence ideas appropriately and use facts and details in order to elaborate the main idea with appropriate eye contact, volume, and pronunciation?
- Using formal English when appropriate, how will one adapt speech to a variety of contexts and tasks?

Enduring Understanding

- Relaying information to people, whether to a large, group, small group, or in an on-to-one situation, is often difficult and requires practice and confidence
- The ability to listen and follow directions is a skill needed throughout life
- How do people express their ideas and themselves

Knowledge and Skills-what will the focus of instruction be?

- Have students critically respond to books and movies watched in class. Discuss appropriate/inappropriate things to use.
- Constantly engage students in small group discussions. Utilize Bloom's Taxonomy to enhance basic replies.
- Constantly engage students in small group discussions. Encourage them to follow proper rules.
- When reading *The Wave*, analyze different media used by the Nazi's.
- Discuss motives.
- Watch a variety of speeches for evaluation purposes.
- Discuss relevant and irrelevant evidence. Watch the characters from *Inherit the Wind* during the trial and delineate relevant and irrelevant evidence.
- **The Pigman** Opening Arguments
- Extemporaneous Speeches The rubric will be based on emphasizing points, coherence, reasoning, details, eye contact, volume. pace and tone.
- Have students incorporate visual displays to strengthen their speech, This will also be included in the rubric.
- Discuss appropriate tone and adapt to speeches.

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations Benchmarks

Students will understand:

- How to engage effectively in a range of collaborative discussions
- How to explain and interpret information
- How to break apart claims while interpreting arguments
- How to present claims and include multimedia sources
- How to differentiate speech accordingly

Evidence of Learning and Assessment

- Oral Presentations- a review, extemporaneous, presentation of a paper/project
- Oral responses to questions posed
- Reader's Theater
- Oral reading fluency

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

8th grade Anthology by Prentice Hall

Write Source 2000 by Sebrabek, Kemper, and Meyer

Warner's English Comprehension and Grammar, Introduction Course

New Jersey Core Curriculum and Common Core Content Standards

<http://www.state.nj.us/education/cccs/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- World War II
- Nazi Propaganda
- Author Study

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Integration of Digital Tools

- Classroom computers/laptops/Chromebooks
- Technology Lab
- Voice amplification device
- Other software programs

CURRICULUM MODIFICATIONS

SPECIAL EDUCATION AND 504 STUDENTS

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

GENERAL MODIFICATIONS:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

BEHAVIOR MODIFICATIONS:

- Follow pre-scripted behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

STUDENTS AT RISK OF SCHOOL FAILURE

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition

- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

ENGLISH LANGUAGE LEARNER STUDENTS (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

GIFTED AND TALENTED STUDENTS (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities