

Grade 8 ELA Curriculum

*HMH Into Literature is a comprehensive English Language Arts solution for Grades 6–12 that focuses on students' thinking—and **thinking about thinking**—as part of developing analytical and effective readers, writers, speakers, and listeners.*

Grade: 8	Unit 1: Gadgets and Glitches Time Frame - 6 weeks		
Essential Question	Does technology improve or control our lives?		
Texts and Digital/Print Resources	NJ State Learning Standards	Classwide Assessments	Differentiated Instruction & Intervention
<p>HMH Into Literature (Digital access) (supplemental stories and articles from CommonLit will be included)</p> <p>Science Fiction: <i>The Brave Little Toaster</i> by Cory Doctorow</p> <p><i>Hallucination</i> by Isaac Asminov</p> <p><i>There Will Come Soft Rains</i> by Ray Bradbury</p> <p>Poems: <i>Interflora</i> by Susan Hamlyn</p> <p><i>If You Go into the Woods You will Find It Has a Technology</i> by Heather Christle</p> <p>Informational Text: <i>Are Bionic Superhumans on the Horizon</i> by Ramez Naam</p> <p>Argument Writing: <i>The Automation Paradox</i> by James Bessen</p> <p><i>Heads Up, Humans</i> by Claudia Alarcón</p>	<p>RL.IT.8.3, RL.CI.8.1, RI.CI.8.1, RI.IT.8.3, RI.TS.8.4, RL.TS.8.4, RL.PP.8.5, L.8.5.a, RI.PP.8.5, RI.AA.8.7, RI.MF.8.6, W.8.4, SL.PE.8.1, W.NW.8.3, W.IW.8.2, SL.AS.8.6, W.AW.8.1, SL.PI.8.4, SL.PE.8.1.c, W.WR.8.5, W.SE.8.6, L.VL.8.3.a, L.VI.8.4.b, L.VL.8.3.d, L.VL.8.3.e, L.VL.8.3.c, L.SS.8.1.a, W.IW.8.2.c, W.AW.8.1.c, L.SS.8.1.b, L.SS.8.1.d, L.KL.8.2.c, RI.CR.8.1, RI.CT.8.8, W.AW.8.1.a–e, W.RW.8.7, SL.ES.8.3, SL.UM.8.5, W.WP.8.4</p> <p>RL.IT.7.3, RL.CI.7.2, RI.CI.7.2, RI.IT.7.3, RI.TS.7.4, RL.TS.7.4, RL.PP.7.5, L.VI.7.4a, RI.PP.7.5, RI.AA.7.7, RI.MF.7.6, W.7.4, SL.PE.7.1, W.NW.7.3, W.IW.7.2, SL.AS.7.6, W.AW.7.1, SL.PI.7.4, SL.PE.7.1.c, W.WR.7.5., W.SE.7.6, L.VL.7.3a, L.VI.7.4b, L.VL.7.3d, L.VL.7.3e, L.VL.7.3b, L.SS.7.1.a, W.IW.7.2.c, W.AW.7.1.c, L.SS.7.1.b, L.SS.7.1.c, L.KL.7.2c, RI.CR.7.1, RI.CT.7.8, W.AW.7.1.a–e, W.RW.7.7, SL.ES.7.3, SL.UM.7.5, W.WP.7.4</p>	<ul style="list-style-type: none"> • Reading Growth Measure • Formative questioning (checking for understanding) • Assessment practice via questions from textbook, Google Form, or written assessments in Google Docs. • Analyze the text - after defining and demonstrating <i>analysis</i>, students will work individually/with groups to look for fine details, the obvious and not-so-obvious clues. • Various writing tasks. This includes: 1) writing prompts; 2) including yourself in the story; 3) rewriting stories; 4) group collaborations. • Unit Test 	<ul style="list-style-type: none"> • Skills coach: provides skills-based practice with any text • Peer Experts: peers provide feedback and support • Anchor charts: high-level visual summaries of skill instruction • Text sketch: provides high-level visual summary of the text • Summary of targeted passages: significant parts of targeted sections help students understand various texts • Close read practice: provides additional independent practice for meaning, structure, and purpose. • Sequence chain graphic organizers: helps students track their understanding as they read • Notes within chapter: students can annotate, highlight words and ideas, and use notes to enhance comprehension • Extension activities for advanced learners • Long Reads: additional opportunities for deeper understanding & comprehension.

Supplemental instruction, aids, materials, and projects that help complement and support learning with HMM

- Weekly iReady reading and vocabulary tasks, personalized to student reading capabilities.
- Appropriate and relevant movies (full-length or clips), sitcoms, shows, which all connect to material.
- Short unit on Artificial Intelligence (AI) (focusing on robots):
 - Research how AI is used worldwide
 - Compare and contrast benefits and risks using AI
 - How is AI used in healthcare, writing assistance, customer service, decision making, phones?
- Short unit on Helpful and Dangerous Pieces of Technology:
 - Students will define *technology*
 - Research will be focused on what is helpful versus what is not
 - Students can write an argumentative piece supporting or opposing various technologies
- Daily discussions to gain insight and assess learning.
 - This also enhances speaking and listening skills
- Debates, arguing, persuading.
- Heavy emphasis on group collaborations.
- “Experts” - peers will assist each other with learning (supervised and monitored by instructor)
- Daily DO NOW activities for when students enter the room.
- Emphasis on empathy, sympathy, understanding, experiences, outcomes in life.
- Classwide activities and games to boost morale, motivation, curiosities, and interests.
- Scavenger hunts and research-based activities
- Writing practice:
 - Professional writing, including grammar, syntax, conciseness, punctuation, audience, and expression.
 - Fiction & non-fiction
 - **RACE** Strategy: *Restate, Answer, Cite, Explain.*
- Feedback:
 - Daily verbal feedback
 - Written feedback on graded written work; this initiates metacognition (thinking about thinking).

<i>Career Readiness, Life Literacies and Key Skills - NJSLS Standard 9.4</i>			<i>Accommodations and Modifications</i>
Creativity and Innovation	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Detailed examples exist to illustrate crediting others when	9.4.8.CI.2: Repurpose an existing resource in an innovative way 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.	<ul style="list-style-type: none"> ● Gifted and talented students: <ul style="list-style-type: none"> ○ Evidence in MLA format. ○ Challenging debate topics and assigning FOR or AGAINST; then, reversing stances. ● Students with disabilities: <ul style="list-style-type: none"> ○ Ensure needs are met: pair appropriate

<p>Digital Citizenship</p>	<p>incorporating their digital artifacts in one's own work.</p> <p>There are tradeoffs between allowing information to be public and keeping information private and secure.</p> <p>Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p>	<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p> <p>9.4.8.DC.3: Describe tradeoffs between allowing information to be public versus keeping information private and secure.</p> <p>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</p> <p>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</p> <p>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p>	<p>activities with their abilities.</p> <ul style="list-style-type: none"> ○ Assistance from peers. ○ If appropriate, work with students through a step-by-step procedure (checklists, graphic organizers, sentence starters) <ul style="list-style-type: none"> ● English language learners (ELL): <ul style="list-style-type: none"> ○ Provide material in plain English terms. ○ Translation tools to ensure student knowledge acquisition. ● At-risk students: <ul style="list-style-type: none"> ○ Strong focus with one-on-one assistance. ○ Offer exploratory topics and research based on student interests and providing specific choices based on those interests
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Essential Skills		
Analyze & Apply	Collaborate & Compare	Writing Workshop
<ul style="list-style-type: none"> ● Analyze plot ● Analyze science fiction ● Analyze context clues ● Participles ● Analyze structure ● Analyze irony ● Identify central idea and details ● Analyze organization ● Synonyms and Antonyms ● Commonly Confused Words 	<ul style="list-style-type: none"> ● Analyze Claim and Evidence ● Analyze Graphic Features ● Research word definitions ● Transitional Words and Phrases ● Evaluate Evidence ● Analyze Rhetoric ● Arguments ● Use Greek Roots ● Active and Passive Voice 	<ul style="list-style-type: none"> ● Summarize a story ● Write a sonnet ● Informative essay ● Create a graphic aid ● Create a public service announcement ● Write an Argument <ul style="list-style-type: none"> ○ Address Task, Purpose, and Audience ○ Gather Relevant Evidence ○ Write and Support a Claim ○ Address Opposing Claims ○ Improve Writing by Planning, Revising, Editing, and Rewriting ○ Use Digital Tools to Produce and Share Writing ○ Use Transitional Words and Phrases

Grade: 8	Unit 2: The Thrill of Horror Time Frame - 7 weeks		
Essential Question	Why do we sometimes like to feel frightened?		
Texts and Digital/Print Resources	NJ State Learning Standards	Classwide Assessments	Differentiated Instruction & Intervention
<p>HMH Into Literature (Digital access) (supplemental stories and articles from CommonLit will be included)</p> <p>Literary Criticism: <i>What is the Horror Genre</i> by Sharon A. Russell</p> <p>Short Stories: <i>The Tell-Tale Heart</i> by Edgar Allen Poe <i>The Monkey's Paw</i> by W.W. Jacobs <i>Blood</i> by Zdravka Evitnova <i>The Outsider</i> by H.P. Lovecraft</p> <p>Epic Poem: from <i>The Aeneid of Virgil</i> by Allen Mandelbaum</p> <p>Graphic Novel: from <i>Hades: Lord of the Dead</i> by George O'Connor</p> <p>Poems: <i>Frankenstein</i> by Edward Field <i>beware: do not read this poem</i> by Ismael Reed</p> <p>Scary Tales: <i>Essay</i> by Jackie Torrence</p>	<p>RI.CI.8.1, RL.PP.8.5, RL.IT.8.3, RL.CI.8.1, RL.CT.8.8, RL.MF.8.6, W.WR.8.5, W.SE.8.6, SL.PE.8.1, W.AW.8.1, W.NW.8.3.b, SL.AS.8.6, SL.PE.8.1.c, L.VL.8.3cb, L.VL.8.3.d, L.KL.8.2.c, W.IW.8.2, W.IW.8.2.a–f, , W.RW.8.7, W.NW.8.3</p> <p>RI.CI.7.2, RL.PP.7.5, RL.IT.7.3, RL.CI.7.2, RL.CT.7.8, RL.MF.7.6, W.WR.7.5., W.SE.7.6, SL.PE.7.1, W.AW.7.1, W.NW.7.3.b, SL.AS.7.6, SL.PE.7.1.c, L.VL.7.3b, L.VL.7.3d, L.KL.7.2c, W.IW.7.2, W.IW.7.2.a–f, W.RW.7.7, W.NW.7.3</p>	<ul style="list-style-type: none"> Formative questioning (checking for understanding) Assessment practice via questions from textbook, Google Form, or written assessments in Google Docs. Analyze the text - after defining and demonstrating <i>analysis</i>, students will work individually/with groups to look for fine details, the obvious and not-so-obvious clues. Various writing tasks. This includes: 1) writing prompts; 2) including yourself in the story; 3) rewriting stories; 4) group collaborations. Unit Test 	<ul style="list-style-type: none"> Skills coach: provides skills-based practice with any text Peer Experts: peers provide feedback and support Anchor charts: high-level visual summaries of skill instruction Text sketch: provides high-level visual summary of the text Summary of targeted passages: significant parts of targeted sections help students understand various texts Close read practice: provides additional independent practice for meaning, structure, and purpose. Sequence chain graphic organizers: helps students track their understanding as they read Notes within chapter: students can annotate, highlight words and ideas, and use notes to enhance comprehension Extension activities for advanced learners Long Reads: additional opportunities for deeper understanding & comprehension.

Supplemental instruction, aids, materials, and projects that help complement and support learning with HMH

- Weekly iReady reading and vocabulary tasks, personalized to student reading capabilities.
- Appropriate and relevant movies (full-length or clips), sitcoms, shows, which all connect to material.
- Short unit on Psychology:
 - Students will research *psychology*
 - Various parts of psychology to be explored, including how fears and terrors form and how to prevent them
 - Various abnormalities and treatments
 - Students can be psychologists and write a reflection about how they helped one of their patients overcome fears
- Daily discussions to gain insight and assess learning.
 - This also enhances speaking and listening skills
- Debates, arguing, persuading.
- Heavy emphasis on group collaborations.
- “Experts” - peers will assist each other with learning (supervised and monitored by instructor)
- Daily DO NOW activities for when students enter the room.
- Emphasis on empathy, sympathy, understanding, experiences, outcomes in life.
- Classwide activities and games to boost morale, motivation, curiosities, and interests.
- Scavenger hunts and research-based activities
- Writing practice:
 - Professional writing, including grammar, syntax, conciseness, punctuation, audience, and expression.
 - Fiction & non-fiction
 - **RACE** Strategy: *Restate, Answer, Cite, Explain.*
- Feedback:
 - Daily verbal feedback
 - Written feedback on graded written work; this initiates metacognition (thinking about thinking).

Career Readiness, Life Literacies and Key Skills - NJSL Standard 9.4			Accommodations and Modifications
Creativity and Innovation	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	9.4.8.CI.2: Repurpose an existing resource in an innovative way 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	<ul style="list-style-type: none"> • Gifted and talented students: <ul style="list-style-type: none"> ◦ Evidence in MLA format. ◦ Challenging debate topics and assigning FOR or AGAINST; then, reversing stances. • Students with disabilities: <ul style="list-style-type: none"> ◦ Ensure needs are met: pair appropriate activities with their abilities.

Digital Citizenship	<p>There are tradeoffs between allowing information to be public and keeping information private and secure. Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p>	<p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.DC.3: Describe tradeoffs between allowing information to be public versus keeping information private and secure. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p>	<ul style="list-style-type: none"> ○ Assistance from peers. ○ If appropriate, work with students through a step-by-step procedure (checklists, graphic organizers, sentence starters) ● English language learners (ELL): <ul style="list-style-type: none"> ○ Provide material in plain English terms. ○ Translation tools to ensure student knowledge acquisition. ● At-risk students: <ul style="list-style-type: none"> ○ Strong focus with one-on-one assistance. ○ Offer exploratory topics based on student interests and providing specific choices based on those interests
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Essential Skills		
Analyze & Apply	Collaborate & Compare	Writing Workshop
<ul style="list-style-type: none"> ● Analyze literary criticism ● Paraphrase and summarize text ● Commas ● Analyze point of view ● Analyze suspense ● Dashes 	<ul style="list-style-type: none"> ● Analyze themes ● Analyze foreshadowing ● Latin roots ● Analyze film ● Compare versions ● Analyze epic poetry 	<ul style="list-style-type: none"> ● Analyze film ● Write a letter ● Rewrite a scene ● Personal response ● Video game storyline ● Write a literary analysis <ul style="list-style-type: none"> ○ Address task, purpose and audience ○ Plan, revise, and edit ○ Gather relevant evidence ○ Use evidence to support ideas ○ Use commas

Grade: 8	Unit 3: Places We Call Home Time Frame - 6 weeks		
Essential Question	What are the places that shape who you are?		
Texts and Digital/Print Resources	NJ State Learning Standards	Classwide Assessments	Differentiated Instruction & Intervention
<p>HMH Into Literature (Digital access) (supplemental stories and articles from CommonLit will be included)</p> <p>Novel: from <i>The Book of Unknown Americans</i> by Cristina Henríquez</p> <p>Short Stories: <i>My Favorite Chaperone</i> by Jean Davies Okimoto</p> <p><i>Golden Glass</i> by Alma Luz Villanueva</p> <p>Poem: <i>Spirit Walking in the Tundra</i> by Joy Harjo</p> <p><i>My Father and the Fig Tree</i> by Naomi Shihab Nye</p> <p>Documentary: <i>New Immigrants Share Their Stories</i> produced by The Working Group</p> <p>Myth: <i>Salmon Boy</i> by Michael J Caduto and Joseph Bruchac</p> <p>Informational Text: <i>A Common Bond</i> by Brooke Hauser</p>	<p>RL.IT.8.3, RL.CI.8.1, RL.CT.8.8, RI.PP.8.5, RI.MF.8.6, SL.II.8.2, RI.TS.8.4, SL.AS.8.6, SL.PE.8.1, W.WR.8.5, W.SE.8.6, SL.PE.8.1.c, L.SS.8.1.c, L.VL.8.3.a, L.VL.8.3.d-e, W.NW.8.3, W.NW.8.3.a-e, W.RW.8.7, W.IW.8.2, W.IW.8.2.a, W.IW.8.2.f</p> <p>RL.IT.7.3, RL.CI.7.2, RL.CT.7.8, RI.PP.7.5, RI.MF.7.6, SL.II.7.2, RI.TS.7.4, SL.AS.7.6, SL.PE.7.1, W.WR.7.5., W.SE.7.6, SL.PE.7.1.c, L.7.2.a-b, L.SS.7.1.c, L.VL.7.3a, L.VL.7.3d-d, W.NW.7.3, W.NW.7.3.a-e, W.RW.7.7, W.IW.7.2, W.IW.7.2.a, W.IW.7.2.f</p>	<ul style="list-style-type: none"> Formative questioning (checking for understanding) Assessment practice via questions from textbook, Google Form, or written assessments in Google Docs. Analyze the text - after defining and demonstrating <i>analysis</i>, students will work individually/with groups to look for fine details, the obvious and not-so-obvious clues. Various writing tasks. This includes: 1) writing prompts; 2) including yourself in the story; 3) rewriting stories; 4) group collaborations. Unit Test 	<ul style="list-style-type: none"> Skills coach: provides skills-based practice with any text Peer Experts: peers provide feedback and support Anchor charts: high-level visual summaries of skill instruction Text sketch: provides high-level visual summary of the text Summary of targeted passages: significant parts of targeted sections help students understand various texts Close read practice: provides additional independent practice for meaning, structure, and purpose. Sequence chain graphic organizers: helps students track their understanding as they read Notes within chapter: students can annotate, highlight words and ideas, and use notes to enhance comprehension Extension activities for advanced learners Long Reads: additional opportunities for deeper understanding & comprehension.

Supplemental instruction, aids, materials, and projects that help complement and support learning with HMH

- Weekly iReady reading and vocabulary tasks, personalized to student reading capabilities.
- Appropriate and relevant movies (full-length or clips), sitcoms, shows, which all connect to material.
- Short unit on Japan & Korea:
 - Students will explore the wonders of Japan and South Korea.
 - Both countries can be compared.
 - For a challenge, a third country can create a mega comparison: North Korea
 - Students will ultimately compare these countries to the United States
- Short unit on Heritage and Home:
 - Students will make a presentation on their heritage
 - Focus on their traditions compared to those found around the world
 - They will present these to each other in small groups
- Daily discussions to gain insight and assess learning.
 - This also enhances speaking and listening skills
- Debates, arguing, persuading.
- Heavy emphasis on group collaborations.
- “Experts” - peers will assist each other with learning (supervised and monitored by instructor)
- Daily DO NOW activities for when students enter the room.
- Emphasis on empathy, sympathy, understanding, experiences, outcomes in life.
- Classwide activities and games to boost morale, motivation, curiosities, and interests.
- Scavenger hunts and research-based activities
- Writing practice:
 - Professional writing, including grammar, syntax, conciseness, punctuation, audience, and expression.
 - Fiction & non-fiction
 - **RACE** Strategy: *Restate, Answer, Cite, Explain.*
- Feedback:
 - Daily verbal feedback
 - Written feedback on graded written work; this initiates metacognition (thinking about thinking).

Career Readiness, Life Literacies and Key Skills - NJSLS Standard 9.4			Accommodations and Modifications
Global and Cultural Awareness	<p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>		<ul style="list-style-type: none"> ● Gifted and talented students: <ul style="list-style-type: none"> ○ Evidence in MLA format. ○ Challenging debate topics and assigning FOR or AGAINST; then, reversing stances. ● Students with disabilities: <ul style="list-style-type: none"> ○ Ensure needs are met: pair appropriate activities with their abilities. ○ Assistance from peers. ○ If appropriate, work with students through a step-by-step procedure (checklists, graphic organizers, sentence starters) ● English language learners (ELL): <ul style="list-style-type: none"> ○ Provide material in plain English terms. ○ Translation tools to ensure student knowledge acquisition. ● At-risk students: <ul style="list-style-type: none"> ○ Strong focus with one-on-one assistance. ○ Offer exploratory topics and research based on student interests and providing specific choices based on those interests

Essential Skills		
Analyze & Apply	Collaborate & Compare	Writing Workshop
<ul style="list-style-type: none"> ● Analyze Plot ● Analyze Themes ● Analyze Imagery ● Analyze Character ● Analyze Narrative Structure ● Evaluate a Document ● Contextual Clues 	<ul style="list-style-type: none"> ● Analyze Text Elements ● Compare Purposes ● Multiple-Meaning Words ● Semicolons, Colons, and Parentheses 	<ul style="list-style-type: none"> ● Create a travel diary ● Summarize a story ● Evaluate a documentary ● Write a Short Story <ul style="list-style-type: none"> ○ Produce Clear and Coherent Writing ○ Plan, Revise, and Edit ○ Use Technology ○ Address Task, Purpose and Audience ● Use Dashes and Ellipses ● Write a cultural article

Grade: 8	Unit 4: The Fight for Freedom Time Frame - 6 weeks		
Essential Question	What will people risk to be free?		
Texts and Digital/Print Resources	NJ State Learning Standards	Classwide Assessments	Differentiated Instruction & Intervention
<p>HMH Into Literature (Digital access) (supplemental stories and articles from CommonLit will be included)</p> <p>Short story: <i>A Mystery of Heroism</i> by Stephen Crane</p> <p>Autobiography: from <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <p>Historical Fiction: <i>The Drummer Boy of Shiloh</i> by Ray Bradbury</p> <p>Poem: <i>O Captain! My Captain!</i> by Walt Whitman <i>I saw Old General at Bay</i> by Walt Whitman <i>Not My Bones</i> by Marilyn Nelson</p> <p>Biography: from <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry <i>My Friend Douglass</i> by Russell Freedman</p> <p>History Writing: from <i>Fortune's Bones</i> by Pamela Espeland from <i>Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</i> by James L. Swanson</p> <p>Journal: <i>Civil War Journal</i> by Louisa May Alcott</p>	<p>RI.PP.8.5, RI.IT.8.3, RI.TS.8.4, RL.CI.8.1, SL.PE.8.1, W.IW.8.2, W.WR.8.5, W.SE.8.6, , SL.AS.8.6, W.AW.8.1, W.AW.8.1.d, SL.PI.8.4, SL.II.8.2, L.VI.8.4.d, L.VI.8.4.a, L.VL.8.3cb, L.SS.8.1.a, L.SS.8.1.c, L.KL.8.2.c, RL.TS.8.4, RI.MF.8.6, RI.CT.8.8, SL.PE.8.1.c, W.IW.8.2.a–f, , W.RW.8.7, W.NW.8.3, RI.MF.8.6</p> <p>RI.PP.7.5, RI.IT.7.3, RI.TS.7.4, RL.CI.7.2, W.7.4, SL.PE.7.1, W.IW.7.2, W.WR.7.5, W.SE.7.6, SL.AS.7.6, W.AW.7.1, W.AW.7.1.d, SL.PI.7.4, SL.II.7.2, L.VI.7.4d, L.VI.7.4a, L.VL.7.3b, L.SS.7.1.a, L.SS.7.1.c, L.KL.7.2c, RL.TS.7.4, RI.MF.7.6, RI.CT.7.8, SL.PE.7.1.c, W.IW.7.2.a–f, W.7.6, W.RW.7.7, W.NW.7.3, RI.MF.7.6</p>	<ul style="list-style-type: none"> Formative questioning (checking for understanding) Assessment practice via questions from textbook, Google Form, or written assessments in Google Docs. Analyze the text - after defining and demonstrating <i>analysis</i>, students will work individually/with groups to look for fine details, the obvious and not-so-obvious clues. Various writing tasks. This includes: 1) writing prompts; 2) including yourself in the story; 3) rewriting stories; 4) group collaborations. Unit Test 	<ul style="list-style-type: none"> Skills coach: provides skills-based practice with any text Peer Experts: peers provide feedback and support Anchor charts: high-level visual summaries of skill instruction Text sketch: provides high-level visual summary of the text Summary of targeted passages: significant parts of targeted sections help students understand various texts Close read practice: provides additional independent practice for meaning, structure, and purpose. Sequence chain graphic organizers: helps students track their understanding as they read Notes within chapter: students can annotate, highlight words and ideas, and use notes to enhance comprehension Extension activities for advanced learners Long Reads: additional opportunities for deeper understanding & comprehension.

Supplemental instruction, aids, materials, and projects that help complement and support learning with HMH

- Weekly iReady reading and vocabulary tasks, personalized to student reading capabilities.
- Appropriate and relevant movies (full-length or clips), sitcoms, shows, which all connect to material.
- Short unit on Martin Luther King Jr.:
 - Students will study and analyze his speech
 - Groups will work together and write a current version, including ways they feel inclusivity can be fostered and maintained
- Short unit on North Korean Refugees and Freedom:
 - Students will research how people escape from North Korea
 - Writing can include comparing and contrasting refugee stories
- Daily discussions to gain insight and assess learning.
 - This also enhances speaking and listening skills
- Debates, arguing, persuading.
- Heavy emphasis on group collaborations.
- “Experts” - peers will assist each other with learning (supervised and monitored by instructor)
- Daily DO NOW activities for when students enter the room.
- Emphasis on empathy, sympathy, understanding, experiences, outcomes in life.
- Classwide activities and games to boost morale, motivation, curiosities, and interests.
- Scavenger hunts and research-based activities
- Writing practice:
 - Professional writing, including grammar, syntax, conciseness, punctuation, audience, and expression.
 - Fiction & non-fiction
 - **RACE** Strategy: *Restate, Answer, Cite, Explain.*
- Feedback:
 - Daily verbal feedback
 - Written feedback on graded written work; this initiates metacognition (thinking about thinking).

Career Readiness, Life Literacies and Key Skills - NJSLS Standard 9.4			Accommodations and Modifications
Global and Cultural Awareness	<p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>	<ul style="list-style-type: none"> ● Gifted and talented students: <ul style="list-style-type: none"> ○ Evidence in MLA format. ○ Challenging debate topics and assigning FOR or AGAINST; then, reversing stances. ● Students with disabilities: <ul style="list-style-type: none"> ○ Ensure needs are met: pair appropriate activities with their abilities. ○ Assistance from peers. ○ If appropriate, work with students through a step-by-step procedure (checklists, graphic organizers, sentence starters) ● English language learners (ELL): <ul style="list-style-type: none"> ○ Provide material in plain English terms. ○ Translation tools to ensure student knowledge acquisition. ● At-risk students: <ul style="list-style-type: none"> ○ Strong focus with one-on-one assistance. ○ Offer exploratory topics and research based on student interests and providing specific choices based on those interests

Essential Skills		
Analyze & Apply	Collaborate & Compare	Writing Workshop
<ul style="list-style-type: none"> ● Analyze speech structure ● Connotation and denotation ● Analyze setting ● Analyze literary devices ● Indicative mood ● Analyze figurative language ● Analyze word choice 	<ul style="list-style-type: none"> ● Analyze figurative language ● Analyze chronological order ● Compare personal accounts ● Participate in collaborative discussion 	<ul style="list-style-type: none"> ● Literary analysis ● Write a speech <ul style="list-style-type: none"> ○ Address task, purpose and audience ○ Improve writing by planning, revising, editing and rewriting ○ Conduct short research projects ○ Draw evidence from informational texts

Grade: 8	Unit 5: Finding Your Path Time Frame - 6 weeks		
Essential Question	How do the challenges you face today help to shape your future?		
Texts and Digital/Print Resources	NJ State Learning Standards	Classwide Assessments	Differentiated Instruction & Intervention
<p>HMH Into Literature (Digital access) (supplemental stories and articles from CommonLit will be included)</p> <p>Short Story: <i>Marigolds</i> by Eugenia Collier</p> <p>Novel: from <i>Bronx Masquerade</i> by Nikki Grimes</p> <p>Informational Text: <i>The Debt We Owe to the Adolescent Brain</i> by Jeanne Miller</p> <p>Poems: <i>Hanging Fire</i> by Audre Lorde</p> <p><i>Summer of His Fourteenth Year</i> by Gloria Amescua</p> <p><i>Teenagers</i> by Pat Mora</p> <p><i>Hard on the Gas</i> by Janet S. Wong</p> <p><i>Identity</i> by Julio Noboa Polanco</p> <p>Argument Writing: <i>It's Complicated: The Social Lives of Networked Teens</i> by Dana Boyd</p> <p><i>Outsmart Your Smartphone</i> by Catherine Steiner-Adair</p>	<p>RL.PP.8.5, RL.IT.8.3, RI.IT.8.3, RI.TS.8.4, RI.PP.8.5, RL.TS.8.4, RI.AA.8.7, SL.AS.8.6, SL.PE.8.1, W.IW.8.2, W.IW.8.2.b, W.WR.8.5, W.SE.8.6, , W.AW.8.1, SL.PE.8.1.c, L.VL.8.3.a, L.VL.8.3.d, L.VL.8.3.e, L.VI.8.4.b, L.VL.8.3.c, L.SS.8.1.a, L.SS.8.1.c, L.SS.8.1.b, L.SS.8.1.d, L.KL.8.2.c, L.SS.8.1, RI.CT.8.8, SL.PI.8.4, RL.8.4, RL.CI.8.1, SL.PE.8.1.c, W.AW.8.1.a-e, W.RW.8.7, SL.UM.8.5, SL.ES.8.3, W.NW.8.3.a-e</p> <p>RL.PP.7.5, RL.IT.7.3, RI.IT.7.3, RI.TS.7.4, RI.PP.7.5, RL.TS.7.4, RI.AA.7.7, W.7.4, SL.AS.7.6, SL.PE.7.1, W.IW.7.2, W.IW.7.2.b, W.WR.7.5., W.SE.7.6, SL.PE.7.1.c, L.VL.7.3a, L.VL.7.3d, L.VL.7.3e, L.VI.7.4b, L.VL.7.3b, L.SS.7.1.a, L.SS.7.1.c, L.SS.7.1.b, L.KL.7.2c, RI.CT.7.8, SL.PI.7.4, RL.7.4, RL.CI.7.2, SL.PE.7.1.c, W.AW.7.1.a-e, W.RW.7.7, SL.UM.7.5, SL.ES.7.3, W.NW.7.3.a-e</p>	<ul style="list-style-type: none"> Formative questioning (checking for understanding) Assessment practice via questions from textbook, Google Form, or written assessments in Google Docs. Analyze the text - after defining and demonstrating <i>analysis</i>, students will work individually/with groups to look for fine details, the obvious and not-so-obvious clues. Various writing tasks. This includes: 1) writing prompts; 2) including yourself in the story; 3) rewriting stories; 4) group collaborations. Unit Test 	<ul style="list-style-type: none"> Skills coach: provides skills-based practice with any text Peer Experts: peers provide feedback and support Anchor charts: high-level visual summaries of skill instruction Text sketch: provides high-level visual summary of the text Summary of targeted passages: significant parts of targeted sections help students understand various texts Close read practice: provides additional independent practice for meaning, structure, and purpose. Sequence chain graphic organizers: helps students track their understanding as they read Notes within chapter: students can annotate, highlight words and ideas, and use notes to enhance comprehension Extension activities for advanced learners Long Reads: additional opportunities for deeper understanding & comprehension.

Supplemental instruction, aids, materials, and projects that help complement and support learning with HMH

- Weekly iReady reading and vocabulary tasks, personalized to student reading capabilities.
- Appropriate and relevant movies (full-length or clips), sitcoms, shows, which all connect to material.
- Short unit on Self-Exploration and Overcoming Obstacles:
 - Students can look at YouTube videos and listen to teenagers' stories of overcoming issues
 - Students will keep a log, documenting their learning experiences
 - Reflection to follow and advice they would give themselves
 - Focus on networking and surrounding yourself with goodness
- Short unit on The Problems with Social Media:
 - Students will learn about the negatives behind social media
 - Research will include how to avoid problems with social media
 - Also, students will learn how to present themselves professionally on the internet.
- Daily discussions to gain insight and assess learning.
 - This also enhances speaking and listening skills
- Debates, arguing, persuading.
- Heavy emphasis on group collaborations.
- "Experts" - peers will assist each other with learning (supervised and monitored by instructor)
- Daily DO NOW activities for when students enter the room.
- Emphasis on empathy, sympathy, understanding, experiences, outcomes in life.
- Classwide activities and games to boost morale, motivation, curiosities, and interests.
- Scavenger hunts and research-based activities
- Writing practice:
 - Professional writing, including grammar, syntax, conciseness, punctuation, audience, and expression.
 - Fiction & non-fiction
 - **RACE** Strategy: *Restate, Answer, Cite, Explain.*
- Feedback:
 - Daily verbal feedback
 - Written feedback on graded written work; this initiates metacognition (thinking about thinking).

Career Readiness, Life Literacies and Key Skills - NJSLS Standard 9.4			Accommodations and Modifications
Global and Cultural Awareness	<p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>		<ul style="list-style-type: none"> ● Gifted and talented students: <ul style="list-style-type: none"> ○ Evidence in MLA format. ○ Challenging debate topics and assigning FOR or AGAINST; then, reversing stances. ● Students with disabilities: <ul style="list-style-type: none"> ○ Ensure needs are met: pair appropriate activities with their abilities. ○ Assistance from peers. ○ If appropriate, work with students through a step-by-step procedure (checklists, graphic organizers, sentence starters) ● English language learners (ELL): <ul style="list-style-type: none"> ○ Provide material in plain English terms. ○ Translation tools to ensure student knowledge acquisition. ● At-risk students: <ul style="list-style-type: none"> ○ Strong focus with one-on-one assistance. ○ Offer exploratory topics and research based on student interests and providing specific choices based on those interests

Essential Skills		
Analyze & Apply	Collaborate & Compare	Writing Workshop
<ul style="list-style-type: none"> ● Analyze perspectives ● Analyze characterization ● Use Contextual Clues ● Gerunds ● Analyze structure ● Analyze author's purpose ● Use reference materials 	<ul style="list-style-type: none"> ● Compare poetic structure ● Compare poems ● Analyze claim and evidence ● Identify Counterclaims ● Shifts in Voice and Mood ● Analyze Structure ● Analyze Rhetorical Devices ● Compare Arguments ● Parallel Structure 	<ul style="list-style-type: none"> ● Write a poem ● Write an opinion piece ● Media messages/Social media ● Write an email ● Write a personal narrative <ul style="list-style-type: none"> ○ Use transitions ○ Use narrative techniques ○ Plan, revise, and edit ● Explanatory Essay

Grade: 8	Unit 6: The Legacy of Anne Frank Time Frame - 6 weeks		
Essential Question	What can we learn from tragic events?		
Texts and Digital/Print Resources	NJ State Learning Standards	Classwide Assessments	Differentiated Instruction & Intervention
<p>HMH Into Literature (Digital access) (supplemental stories and articles from CommonLit will be included)</p> <p>Drama: <i>The Diary of Anne Frank</i> by Frances Goodrich and Albert Hackett</p> <p>Diary: from <i>The Diary of a Young Girl</i> by Anne Frank</p> <p>Speeches: <i>After Auschwitz</i> by Elie Wiesel</p> <p><i>Nobel Prize Acceptance Speech</i> by Elie Wiesel</p> <p>Poems: <i>There But for the Grace</i> by Wislawa Szymborska</p> <p><i>Days</i> by Billy Collins</p> <p><i>The Butterfly/On a Sunny Evening</i> by Pavel Friedmann/Anonymous</p> <p>Articles: from <i>A Tragedy Revealed: A Heroine's Last Days</i> by Ernst Schnabel</p> <p><i>The Hitler Youth</i> by Ray Brown</p> <p>Essay: <i>Peace Can Happen</i> by Christine Kingery</p> <p>Short Story: <i>The Singing Woman</i> by Rebecca Makkai</p>	<p>RL.IT.8.3, RI.IT.8.3, RI.CR.8.1, RI.PP.8.5, RI.AA.8.7, W.WR.8.5, W.SE.8.6, , W.NW.8.3, W.NW.8.3.b, SL.PE.8.1, SL.AS.8.6, W.AW.8.1, SL.PE.8.1.c, L.VL.8.3.c, L.VI.8.4.d, W.IW.8.2.c, W.NW.8.3.c, RL.TS.8.4, RL.CI.8.1, W.NW.8.3.a-e, , W.RW.87</p> <p>RL.IT.7.3, RI.IT.7.3, RI.CR.7.1, RI.PP.7.5, RI.AA.7.7, W.WR.7.5., W.SE.7.6, W.NW.7.3, W.NW.7.3.b, SL.PE.7.1, SL.AS.7.6, W.AW.7.1, SL.PE.7.1.c, L.VL.7.3b, L.VI.7.4d, W.IW.7.2.c, W.NW.7.3.c, RL.TS.7.4, RL.CI.7.2, W.NW.7.3.a-e, W.RW.7.7</p>	<ul style="list-style-type: none"> Formative questioning (checking for understanding) Assessment practice via questions from textbook, Google Form, or written assessments in Google Docs. Analyze the text - after defining and demonstrating <i>analysis</i>, students will work individually/with groups to look for fine details, the obvious and not-so-obvious clues. Various writing tasks. This includes: 1) writing prompts; 2) including yourself in the story; 3) rewriting stories; 4) group collaborations. Unit Test 	<ul style="list-style-type: none"> Skills coach: provides skills-based practice with any text Peer Experts: peers provide feedback and support Anchor charts: high-level visual summaries of skill instruction Text sketch: provides high-level visual summary of the text Summary of targeted passages: significant parts of targeted sections help students understand various texts Close read practice: provides additional independent practice for meaning, structure, and purpose. Sequence chain graphic organizers: helps students track their understanding as they read Notes within chapter: students can annotate, highlight words and ideas, and use notes to enhance comprehension Extension activities for advanced learners Long Reads: additional opportunities for deeper understanding and comprehension.

Supplemental instruction, aids, materials, and projects that help complement and support learning with HMM

- Weekly iReady reading and vocabulary tasks, personalized to student reading capabilities.
- Appropriate and relevant movies (full-length or clips), sitcoms, shows, which all connect to material.
- Short unit on World War II and the Beginning of The Holocaust
 - Students will research the onset of WWII + The Holocaust
 - The causes, the reasons, and purpose.
 - Multiple discussions to take place.
 - Once students understand how the above events began, a major focus (and understanding) can be given to Anne Frank.
 - We will read *The Diary of Anne Frank*, as well as the play, and watch the movie.
 - Major comparisons
 - Students can write a personal piece as if they knew Anne and recall their fond memories and reflect on the legacy she left behind on the world.
- Daily discussions to gain insight and assess learning.
 - This also enhances speaking and listening skills
- Debates, arguing, persuading.
- Heavy emphasis on group collaborations.
- “Experts” - peers will assist each other with learning (supervised and monitored by instructor)
- Daily DO NOW activities for when students enter the room.
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Essential Skills		
Analyze & Apply	Collaborate & Compare	Writing Workshop
<ul style="list-style-type: none"> ● Analyze a diary ● Analyze drama ● Using prefixes ● Capitalization ● Analyze appeals ● Analyze rhetorical devices ● Make inferences ● Transitions: sentences and paragraphs 	<ul style="list-style-type: none"> ● Analyze sound devices ● Analyze figurative language ● Compare poems ● Compare moods ● Compare multimedia formats 	<ul style="list-style-type: none"> ● Create a timeline ● Make a poster ● Write a personal narrative <ul style="list-style-type: none"> ○ Use transitions ○ Use narrative techniques ○ Plan, revise, and edit ● Use correct capitalization ● Use historical context ● Reflections + creative fiction

Revised 7/2025